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ABSTRACT

The Parent Involvement Research Program assessed the extent of parental involvement in the educational process of handicapped children in Kansas, and implemented three training models in urban and rural areas to increase parent participation levels. The three training models were teacher-to-parent contact, parent-to-parent contact, and community person-to-parent contact. Approximately 280 families were part of the research: 55 parents attended parent groups, 139 received written materials, and 86 served as controls. Results from the parent involvement assessment indicated that approximately 70% of parents with children enrolled in special education programs attended Individualized Education Program conferences; 60% of these parents attended two or more school conferences annually; and 30% maintained written/telephone contact with schools. Implementation of the training models indicated that parents receiving some level of information (written materials or workshop presentations) from parent trainers participated more actively in the special education process than control group parents. Overall attendance at parent workshops averaged 17% of parents invited. Workshops having community persons as trainers showed highest attendance at 20%, then teachers at 17%, and parent trainers at 13%. Thirteen appendices make up the bulk of the document. They include a materials list, teacher survey on parent involvement and survey results, parent workshop agendas, sample handouts for parents, and parent and teacher comments. (Author/JDD)

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PARENT INVOLVEMENT IN THE STATE OF OF KANSAS: A PROGRAM FOR ASSESSMENT AND IMPLEMENTATION OF THREE TRAINING STRATEGIES

F I N A L R E P O R T

Federal Grant #G008300319
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Kansas State Department of Education
Special Education Administration

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ABSTRACT

Parent involvement in the educational process of handicapped children has long been a major focus, particularly with the implementation of federal and state regulations. However, not all parents exercise their rights or actively participate in this process. The focus of the Parent Involvement Research Program was two-fold, first, to assess the extent of parental involvement on a state-wide basis, and, secondly, to implement three training models in urban and rural areas to increase parent participation levels. The three training models were teacher to parent contact, parent to parent contact, and community person to parent contact. Training models were implemented in one urban and two rural special education cooperatives.

Results from the parent involvement assessment indicated that approximately 70% of parents with children enrolled in special education programs attended IEP conferences; 60% of these parents attended two or more school conferences per year; and 30% maintained written or phone contact with schools.

Implementation of the training models indicated that parents receiving some level of information from parent trainers i.e., written materials or workshop presentations, also participated more actively in the special education process than those parents in the control groups.

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INTRODUCTION

Following the passage of P.L. 94-142, parent participation has been viewed as a major component of the special education process. Provisions from the Education for all Handicapped Children Act allow for parents' rights in the process of evaluating their children; planning program goals and objectives; challenging evaluation, program or placement; giving or withholding consent to evaluate or place; accessing school records; requesting a due process hearing; and participating in public hearings on the state special education plan (Turnbull in press). These guaranteed rights result from three major assumptions:

(1) Parents should make decisions about their child's education -- schools, parents, and students are mutually dependent upon each other for appropriate programs.

(2) Parents are teachers of their children -- they want and need training on how to be effective in following through with their child's education.

(3) Parent participation is necessary to assure the provisions of P.L. 94-142 are being carried out -- to increase the school's accountability to handicapped children (Turnbull and Turnbull, 1982).

Means for providing this participation are dictated at federal and state levels: "121a.226 Each application must include procedures to ensure that, in meeting the goal under (full educational opportunity goal; timetable), the local education agency makes provision for participation of and consultation with parent or guardians of handicapped children." (Federal Register, August 23, 1977)

Parental rights, as defined in the procedural due process section of the Kansas State Plan, reinforce the federal mandates at the state level.

Within the last five to six years a wealth of materials and model programs have developed to enforce the parent participation provisions (Bennett & Henson, 1977; D'Zaunko & Raiser, 1981; Heward, Dardig & Rossett, 1979; and Simpson, 1982).

Procedures that have successfully elicited parent involvement are viewed favorably for many reasons (a) parent participation is seen as benefiting the child by creating a cooperative effort between parents and the school, (b) parents often know more about their children than professionals involved, (c) parents have benefited through satisfaction obtained from being a successful advocate for their child, and (d) parents have provided a continuity in the child's life that is missing from the school experience due to teacher or program changes.

Despite guaranteed rights of parents to participate at all levels of the special education process including evaluation, I.E.P. meetings, problem solving sessions, and progress report conferences - the level of participation does not always reach full potential. Lusthaus, Lusthaus, and Gibbs (1981) surveyed parents whose children received special education services in self-contained classrooms or resource rooms. Three roles 1) no involvement, 2) giving and receiving information, and 3) having control over decisions were indicated according to parents' responses. The most frequent role was giving and receiving information and secondly, no involvement. When questioned in regards to desired levels of parental involvement, 55% wished to continue informal roles in these decision areas: discipline, class placement, evaluation, instructional grouping, transportation and special resources. However, parents did express a desire to control decisions in three areas: Types of records that should be kept, medical services, and transferring the child to another school.

In another study Nadler and Shore (1980) conducted parent interviews in eight school districts in New Jersey and found that parents felt they had useful

information to share concerning their children but setting goals and objectives was viewed as a more appropriate function for educators.

Educators have in some cases agreed with this philosophy and actively attempted to discourage parents from making educational decisions, stating these are within the professional domain (Simpson, 1982a). Other authors have agreed that there is little evidence to support that professionals encourage active decision making (Goldstein, Strickland, Turnbull, and Curry, 1980; Hocutt and Wiegerink, in press; Yoshida, Fenton, Kaufman and Maxwell, 1978).

Many authors have discussed the passive role of parents as opposed to an active one (Gilliam and Coleman, 1981; Goldstein, et al., 1980). Parent education and training has many times been a more passive process by virtue of parents learning and following instructions from professionals (McKinney and Hocutt, 1982).

Other indications of barriers to parent participation cite school responsibility for the problem. Gliedman and Roth (1980) state that the basis of the problem lies in continued use by professionals of the medical model--viewing parents as patients who should cooperate with the school in an accepting fashion. Those parents who question the school system and do choose to exercise their rights may be seen as emotionally maladjusted (Gliedman & Roth, 1980); hostile, insensitive to teachers, dominating and uncompromising (Seligman, 1979); or even the cause of their child's problems and in need of treatment themselves (Simpson, 1982a).

Morgan (1982) states that the school's attitude in many cases "one wrong move and I'll end up in court" has caused problems in parent/school interactions. Farber and Lewis (1975) stated that those resistant attitudes of school district's have fostered only a "symbolic use" of parents in the educational process for

gaining public exposure or popularity, rather than increased parental involvement. Other researchers have stated that parents and teachers alike operate under the age old premise that school people are the experts and thus they don't meet the parents' assistance (Schulz, 1982). Marion (1981) states fears that parents may have which impede active participation--factors contributing to these fears are: their own school experience, the apprehension of learning that their child is not performing satisfactorily in school, fear of being blamed by teachers for the child's problem, and previous contacts with schools that proved to be embarrassing.

Although these barriers to effective parent participation do indeed seem staggering, successful involvement has been demonstrated in the areas of applying educational procedures (Walker, 1979); promoting academic and behavioral progress (Barnard, Christopherson, & Wolf, 1977); and other positive results (Gordon, 1980; Waggonseller, Burnett, Salzburg, & Burnett, 1977; and Wyckoff, 1980).

Even with these encouraging findings the guidelines set forth to increase parental participation have not done so as actively as was predicted (Bell-Nathaniel, 1979; Lynch & Stein, 1982). Thus indications are that not only is more training needed of parents and educators to foster this development (Simpson, 1982; Schofer and Duncan, 1980) but data regarding the effectiveness or desired outcomes in the form of parent participation is also needed (Morgan, 1982; Strickland, 1982).

McKinney and Hocutt (1982) suggest several issues relevant to training programs (a) evidence of the benefits of parent involvement for children, parents, and programs, (b) consultation and communication strategies to enhance the reciprocal productivity of parent-teacher interaction, (c) techniques for defining desirable roles for individual parents and for facilitating their assumption of these roles, (d) procedures for clearly communicating the rights and

responsibilities of parents and school personnel; and alternative organizational strategies for reducing potential barriers to effective parent involvement. (p. 72).

In planning content for training, these same authors suggest a need for finding out what parents want to know so they are not burdened or overwhelmed and potential format for relaying that information such as booklets, assigned school personnel as advocates, or parent groups.

Program Objectives

The goal of this research project was to assess, demonstrate, and evaluate research developed from the needs previously described regarding parental involvement in the educational processes of their exceptional children. The following research objectives were outlined to facilitate meeting this goal:

First Objective: Needs Assessment

The first objective consisted of expanding previous efforts of many local areas, to assess the extent of parental involvement on a statewide basis. Parental involvement was measured in both rural and metropolitan areas in terms of information gathered from school records or computer files indicating the number of contacts between parents and schools and involvement in the IEP process.

Second Objective: Parent Find

The second objective was to compile and analyze the data described in objective one in order to select a target group of parents who would fit under labels such as the "hard to reach parent" or "parents having little involvement" with special education procedures. These procedures involved a "parent find" strategy similar to the "child find" studies supported by federal funding (Count Your Kid In, Child Find Project, Kansas State Department of Education). The

intent of this "parent find" objective was to seek that group of parents that existing models of parent education training have failed to influence.

Third Objective: Training Models

The third objective involved comparing three training models as techniques in soliciting both participation and appropriate awareness levels for the selected target group described in objective two. The three models included: (a) Teacher to Parent model in which training and information sharing is conducted by a teacher of handicapped children; (b) Parent to Parent model in which training and information sharing is conducted by parents of handicapped children; and (c) Community Person to Parent in which training and information sharing is conducted by a community liaison person i.e. nurse, surrogate parent, social worker, advocacy group member, etc. Selection of teachers and parents will be based upon experiences with a variety of handicapping conditions i.e. retardation, learning disabilities, emotional disturbance, visually impaired, hearing impaired, physical and health impaired, and autism.

Information presented to the target groups of parents desiring training was selected from a standardized packet of parent training and information materials. (See Appendix A.) All trainers or parent contact persons i.e. teachers, parents, community persons were required initially to participate in a workshop designed to review the parent information materials included in the training packet.

Fourth Objective: Measurement of Parent/School Interactions

The next step of the research was to measure if increased knowledge would increase the degree of parent participation in the special education process. Participation was recorded by various means including (a) number of contacts with the school, (b) participation in the I.E.P. conference, and (c) involvement in their child's program i.e. educational objectives designed to increase parent-child

interaction in the learning process. A parent contact recording form was used to count frequencies of interactions between parents and schools for those participating in training models.

Fifth Objective: Dissemination

A final objective was to compile a listing of various teachers, parents, and community persons who are available to demonstrate training necessary to attain the results measured in program objectives. These persons will serve as a resource pool of consultants who can facilitate replication of successful parent training models throughout other LEAs across the state.

In summary, the objectives of the project were to assess statewide needs in the area of parent education and involvement, identify a target group in selected LEAs, compare various models to reach members of that target group, measure the success of those strategies, and finally to publish a list of persons who can facilitate program implementation of the successful models across the state.

Subject Populations

Initial needs asessment information on parent involvement was collected from LEAs across the state of Kansas. Methods for amending those assessed needs i.e. the training models was implemented in both rural and metropolitan areas. Parent participants in the training component of the study came from three sites (discussed under Methods section); two rural areas, Winfield (Cowley County Special Education Cooperative), St. Marys (Kaw Valley Special Services), and one metropolitan area, the Kansas City Kansas Unified School District.

Approximately 280 families were part of the research: fifty-five parents attended parent groups, 139 received written materials, and 86 served as the control group. These included parents of children having all types of exceptionalities including the mentally retarded, hearing impaired, visually impaired, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or those having specific learning disabilities as defined in the federal register (August 23, 1977). Participating school districts or cooperatives assisted in providing the diagnosed area of exceptionality, based on their placement/identification procedures as they meet the state plan guidelines when providing parent contact information. Criteria for selection of parents to participate included (a) those having a child identified as needing special education or related services, (b) those identified by a teacher or school district personnel, (c) those identified by other parents, and (d) those identified from school records as having little or no previous home/school interaction.

The following table describes participants in the training component of the research program:

Table 1

Participating Families

	Target A Attended Parent Group	Target B Received Information	Controls	
Urban	33	49* (150)	43	125
Rural	22	90	43	155
	55	139	86	280 Total

* An additional 150 parents received information but no data was collected.

Target A = Attended at least one parent group meeting.

Target B = Did not attend parent group. Received information only.

Project Activities

The following listing of grant activities describes start up and implementation of the aforementioned research objectives.

August through December

1. Hired part time facilitators for the two rural training sites.
2. Director/facilitators met to determine yearly goals and activities.
3. Finalized format of director/teacher parent involvement surveys.
4. Submitted parent involvement surveys to local special education directors.
5. Facilitators met with parent center staff to share program goals.
6. Facilitators collected and reviewed parent center information regarding past activities and 1983-1984 goals.
7. Facilitators coordinated parent involvement goals with parent center goals in the two rural sites.
8. Facilitators/director reviewed available training materials, media, and resource persons for workshops.
9. Wrote program summary for teachers, parents, and community persons in the form of abstracts, news releases, and newsletter articles.
10. Wrote consent to participate forms for targeted parents and workshop trainers.
11. Wrote contracts for trainers.
12. Director met with program evaluator to finalize data analysis, collection forms, and procedures.
13. Finalized data forms.
14. Collected parent involvement survey information.
15. Solicited list of potential trainers (teachers, parents, and community persons).
16. Presented written summary of program plus consent to participate forms to appropriate parties.
17. Selected twenty-nine trainers across the three sites.
18. Met with trainers to present activities, workshop agendas, data collection forms, and collect signed agreements.
19. Printed handouts or other materials necessary for training workshops.

20. Compiled master listings of targeted/control parents.

21. Assigned targeted parents to trainers' groups.

22. Distributed data collection forms to control parents/staff.

23. Three additional planning meetings of director/facilitators held.

24. Director presented preliminary survey results to parents and educators at conference for behavior disorders at the University of Arizona (sponsored by the State Department of Education).

January through April

25. Met with selected trainers prior to parent workshops to finalize format, dates, etc.

26. Total of 95 parent workshops were conducted in the three sites during the months of January through May.

27. Revised/added training materials to meet needs of individual groups.

28. Arranged contract payments/enrollment procedures for trainers.

29. Continued follow up meets and phone calls with individual trainers as needed.

30. Staff attended portion of parent workshops to monitor and provide feedback.

31. Continued contacts with program evaluator.

32. Began compilation of results from parent involvement survey from statewide respondents.

33. Continued planning meets and phone contacts with director/facilitators.

34. Distributed post workshop data collection forms to trainers, staff, and parents.

May through August

35. Held final meet with parent trainers in three sites.

36. Organized bibliography and parent training packages for dissemination.

37. Organized data collection forms and information from three sites.

38. Compiled informal consumer satisfaction reports.

39. Analyzed data for all groups.

40. Held final meet with program evaluator.

41. Compiled and disseminated final project report to appropriate persons.

42. Completed statewide survey summary and disseminated.

43. Director and parent representative attended family-school interactions workshop in Salt Lake City with representation from eleven State Departments regarding parent involvement activities.

44. Continued planning and proposal development activities with state level staff and parent representatives regarding parent center coalition.

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RESULTS

This section describes the findings of the parent involvement research program including a) state-wide assessment on parent involvement levels, b) implementation of training models, c) data analysis of school parent interactions, d) teacher comments on parent involvement, and e) parent comments on parent involvement.

Teacher Survey on Parent Involvement

In order to assess current levels of parent involvement in special education programs a teacher survey was conducted. In September 1983 a packet of surveys was sent to each of the 63 special education directors in Kansas. Out of 63 districts, 61 returned surveys. Overall return rate was 62.17%.

The teacher survey requested the following information: a) exceptionality served, b) number of students, c) number of parents attending last I.E.P. meeting, d) number of parents attending no, one, two or more school conferences, e) number of parents initiating two or less, three or more phone calls with schools, f) number of parents initiating two or less, three or more written communications with schools, and g) a comment section asking for teacher input on reasons for success/failure for parent involvement. A copy of the teacher survey is included in Appendix B.

Teachers who responded to the survey included those serving learning disabled, emotionally disturbed, interrelated classrooms, mentally retarded, severely handicapped, hearing impaired, visually impaired, and early childhood handicapped students. The following table is a summary of the survey results, a complete listing is found in appendix C.

Table 2

Parent Involvement Levels				
Exceptionality	I.E.P. Attendance	2+ Conferences	3+ Phone Calls	3+ Written Contacts
Learning Disabled	73.1%	56.5%	15.0%	11.9%
Emotionally Disturbed	72.1%	53.4%	30.5%	26.5%
Interrelated Classrooms	72.3%	48.0%	17.7%	14.4%
Mentally Retarded	69.4%	51.8%	31.0%	33.6%
Severe	89.1%	83.4%	65.4%	74.4%
Hearing Impaired	68.1%	50.3%	39.9%	33.8%
Visually Impaired	84.8%	75.0%	46.9%	25.0%
Early Childhood (D.D.)	74.0%	62.9%	46.1%	37.9%

Training Models

A. Selection of trainers. The first step in parent training consisted of recruiting trainers from the three categories--teachers, parents, and community persons. Recruitment was done in several ways a) presentations to special education advisory boards, b) distribution of flyers to school personnel, c) meetings to parent and community organizations, and d) releases in newsletters and newspapers. Twenty-eight persons served as parent trainers for the program including 11 school staff, 6 parents of handicapped children, and 11 community persons. School staff included teachers of the mentally retarded, emotionally disturbed, learning disabled, early childhood, visually impaired, hearing impaired as well as a school psychologist and a behavioral specialist. Parents of retarded, learning disabled and speech impaired children also served as trainers. Community persons serving as trainers came from a wide spectrum of social services including a) sheltered workshop personnel, b) auxilliary member, c) former classroom paraprofessionals, d) foster parent, e) parent center staff, f) college student, and g) church outreach member.

B. Training. Parent trainers attended two workshops prior to implementation of parent training models. The first workshop consisted of a) overview of the grant objectives, b) presentation of parent needs, c) group leadership techniques, d) designing small parent groups including materials and agendas, and e) data collection issues. A copy of the trainer workshop agenda is in Appendix D. A second meeting was held just prior to the first parent workshops. At this time project director/facilitators a) went over any questions regarding materials, topics for upcoming workshop, b) delivered requested parent handouts, and c) made arrangements for facilities if necessary. In addition, trainers frequently contacted project staff by telephone to relay update information on parent meetings.

All trainers were required to sign a contract agreement for participation. This contract provided a list of trainer and staff responsibilities. These forms were also used for the $125 honorarium payments made to all persons who served as parent trainers (See Appendix E).

C. Parent Workshops. Each of the 28 trainers offered a minimum of four parent workshops. Each trainer was assigned a specific group of parents to invite to workshops, the number of parents ranging from 8 to 76. While the focus was for "hard to reach" parents, all parents of students in classrooms were invited except for control groups. These invitations numbered 294 in the urban site, 152 and 99 in the two rural sites. Sample invitations are included in Appendix F. Data collection on parent involvement levels was only collected for 280 of these invited families.

Trainers and parents in each group were allowed some flexibility in terms of workshop topics, however suggested topics and materials were used as a basis for most meetings. These included a) parent roles, b) parent rights, c) problem

solving, d) Individual Education Programs, e) home behavior programs, and f) home academic programs. Suggested agendas for parent workshops are presented in Appendix G. All materials were obtained from an extensive review of parent training programs currently available and referenced in Appendix A. Samples of handouts provided to parents are included in Appendix H.

D. Workshop Attendance. Attendance at parent workshops was generally low, ranging from 0-100%. Overall attendance rate was 17% of parents invited. Attendance was compared across two variables: urban vs. rural and teacher trainer vs. parent vs. community person. Community persons showed highest attendance at 20%, then teachers at 17%, and parent trainers at 13%. Urban attendance averaged 18%, while rural attendance averaged 15%. If one analyzes differences for both setting and type of trainer, variances are more readily apparent. Urban teachers showed highest rates (28%), followed closely by urban community persons (27%) and rural parents (27%). The following table provides a display of workshop attendance for conditions.

As workshop attendance waned, project staff and trainers decided to send materials-handouts to parents who were unable to attend workshops. Thus the group under study were 1) parents attending workshops, 2) parents only receiving written information, and 3) control groups. More specific information for the three training model sites is listed in Appendix I.

Table 3

Parent Group Attendance

Type of Trainer	# of Trainers	# of Families	Site	Range of Attendance	Average Attendance	Total
Teachers	5	74	Urban	0-66%	28%	17%
	5	83	Rural	0-42%	5%	
Community	2	59	Urban	8-68%	27%	20%
	6	91	Rural	0-50%	13%	
Parents	2	150	Urban	0-1%	0%	13%
	3	53	Rural	0-100%	27%	

Overall Average Attendance = 17%
Urban = 18%
Rural = 15%

Participation Based on Group Leader

	Teacher Leader	Parent Leader	Community Person	Controls
Urban	23 / 18	-- / 15	11 / --	43
Rural	5 / 38	11 / 34	6 / 28	43

A: Came to at least 1 parent group
B: only received information

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Data Analyses of Parent Involvement

In addition to collecting information for participation in parent workshops, data was collected and analyzed regarding parent involvement. For purposes of this research, involvement was measured by the frequency of parent/school contact for each of the experimental groups: 1) parents attending workshops, 2) parents receiving written materials, and 3) controls. Parent/school contact data was collected by classroom teachers, whose parents were part of these three groups. In addition to frequency of contacts, data was also compiled regarding the type of contact i.e., direct in person or indirect being notes and phone calls. Teachers kept a tally of these contacts: 1) direct contacts including home visits, classroom observation or participation by parents, parent group meetings, parent-teacher conferences, parent meetings with other school staff, and parent attendance at IEP meetings; 2) indirect contacts including phone calls to parents, phone calls or notes from parents, and reports sent home to parents. The Parental Contact Recording Form is provided in Appendix J.

Results of the data and analysis are presented in Tables 4 through 7. Table 4 presents frequency of parent/school contacts for all groups. These tabulations indicate that urban parents have more parent/school contacts and that both groups have more indirect types of contacts i.e, notes or phone calls. This data also reflects that the types of participation i.e., workshop attendance or receiving written materials was an influential factor in the number of parent/school contacts.

Table 5 presents the source tables for the analysis of variance for indirect and direct contacts. Setting (urban vs. rural) is a significant factor for indirect contacts, $P < .01$. Condition (workshop vs. written materials vs. controls) is a significant factor for both direct and indirect contacts, $P < .01$.

Tables 6 and 7 indicate an interaction effect between the two variables--setting and condition. Further analysis information is provided in Appendix K.

The following conclusions may be drawn from the analysis procedures:

1. Receiving written information is the most influencing condition in urban settings for increasing parent/school contacts.

2. Attending parent workshops is the most influencing condition for rural settings for increasing parent/school contacts.

3. Both conditions, parent workshops and receiving written information, influence the number of parent/school contacts more than the control groups--parents who did not participate.

Table 4

Mean Number of Parent/School Contacts based on Experimental Condition

Condition	$\bar{X}$ Number of Indirect Contacts*	$\bar{X}$ Number of Direct Contacts**
Urban/Parent Workshop	19.18	4.5
Urban/Received Materials	36.46	3.06
Urban/Controls	12.37	1.18
Rural/Parent Workshop	7.3	3.86
Rural/Received Materials	3.7	1.35
Rural/Control	1.9	1.3

*Indirect Contacts
Phone Calls to Parents
Phone Calls/Notes from Parents
Notes/Reports Sent Home

**Direct Contacts
Home Visits
Class Observations
Parent Group Meetings
School Conferences
I.E.P. Conferences

Table 5

ANOVA Summary Table
1. Indirect Contacts

Number of Cases Processed: 280
Dependent Variable Mean: 12.607
Multiple Correlation: .562
Squared Multiple Correlation: .316

Source	Sum-of-Squares	DF	Mean-Square	F-Ratio	P
Setting	19715.516	1	19715.516	59.514	.000
Condition	8692.413	2	4346.206	13.120	.000
Setting X Condition	7875.222	2	3937.611	11.886	
Error	90769.212	274	331.274		

ANOVA Summary Table
2. Direct Contacts

Number of Cases Processed: 280
Dependent Variable Mean: 2.193
Multiple Correlation: .360
Squared Multiple Correlation: .129

Source	Sum-of-Squares	DF	Mean-Square	F-Ratio	P
Setting	31.979	1	31.979	3.131	.078
Condition	283.308	2	141.654	13.871	.000
Setting X Condition	44.642	2	22.321	2.186	.114
Error	2798.225	274	10.213		

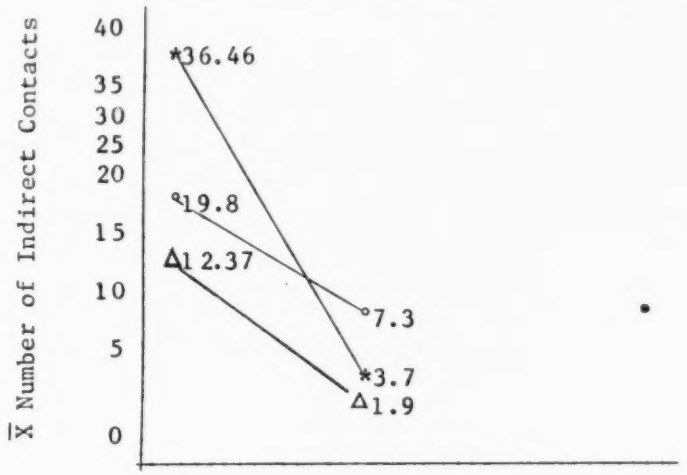
Key: Settings: Urban, Rural
Conditions: Workshop, Materials, Controls

Table 6

"Interaction Effects"
Setting X Condition

Indirect Contacts

	Workshop	Received Materials	Controls
Urban	19.18	36.46	12.37
Rural	7.3	3.7	1.9



°---° Workshop

--- Materials

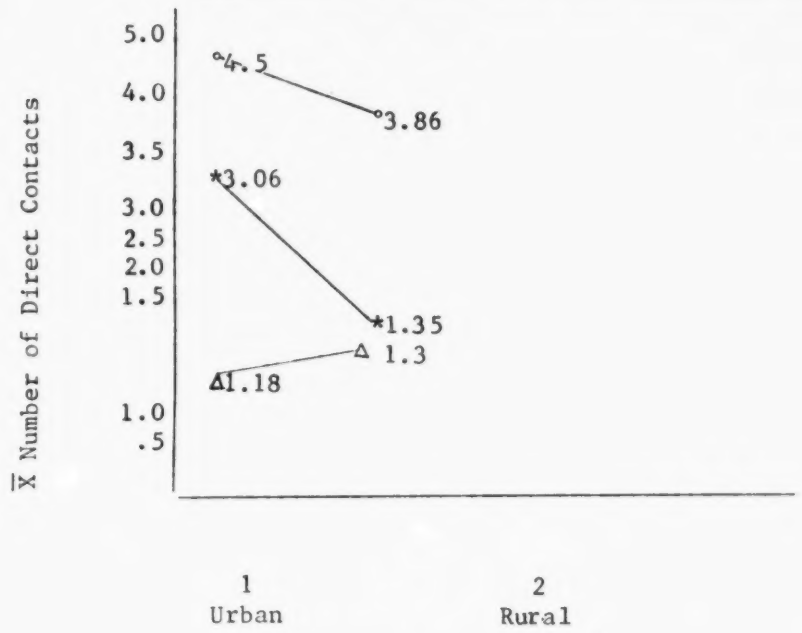
Δ --- Δ Controls

Table 7

"Interaction Effects"
Setting X Condition

Direct Contacts

	Workshop	Received Materials	Controls
Urban	4.5	3.06	1.18
Rural	3.86	1.35	1.3



E. Parent Comments. Parents attending workshops or receiving written information were asked to complete a questionnaire at the end of the program. Forty-two urban parents and 39 rural parents responded. Results from the survey are presented in the following table.

Table 8
Parent Report

		Yes Responses Urban	Rural
1.	You have been informed about your child's special education program.	100%	95%
2.	You have approved your child's educational placement.	95%	92%
3.	You have received home visits by school personnel.	29%	33%
4.	You have been informed about your parental rights.	93%	92%
5.	You have received information about your child's progress in school.	98%	97%
6.	You have contacted your child's teacher.	88%	79%
7.	You have met with your child's teacher.	98%	85%
8.	You have met with the school principal.	64%	64%
9.	You have visited your child's school program.	81%	56%
10.	You have assisted in teaching your child.	83%	92%
11.	You have assisted with field trips.	21%	26%
12.	You have attended conferences to discuss your child's progress.	98%	82%
13.	You have received notice of an individual education program (IEP) conference.	83%	87%
14.	You have attended the IEP conference.	76%	56%
15.	You believe the IEP describes a plan that would meet the needs of your child.	83%	85%
16.	You feel the school system has been helpful to you.	93%	85%
17.	You feel that the program has been helpful to the education of your child.	95%	90%

Results from the survey indicate that both urban and rural parents have been informed and approve their child's special education program, have been informed of their parental rights, have attended school conferences, and feel that the program has been beneficial for their child. Some differences were noted in the survey between urban and rural parents. While 81% of urban parents reported they had visited their child's program, only 56% of rural parents had done so. A smaller percentage of rural parents attended IEP conferences as well, 56% compared to 76% of urban parents.

Additional comments from parents regarding their child's progress and areas in which they would like further assistance can be found in Appendix L.

F. Teacher Comments. Teachers provided comments regarding reasons for success/failure in maintaining parent involvement. A complete listing is provided in Appendix M. Teachers reporting successful parent involvement agreed in several areas: a) school personnel should establish a working relationship with parents, b) regular contact i.e., weekly notes, progress reports is essential, c) contact should be made stressing positive events rather than waiting until there are serious problems, and d) parents should be treated as an integral part of their child's program and as persons who have valuable input in decision making. Reasons for failure to establish parent involvement as cited by teachers included: a) transportation/work conflicts, b) lack of interest in their child's program or performance, c) lack of education, d) parents have problems similar to their children (low intelligence or emotional difficulties), e) lack of time--parents seemed too busy with other family concerns, thus school contact is low priority, and f) burnout--parents become frustrated with parent/school interactions.

CONCLUSIONS

As described throughout this report, the parent involvement grant investigated the effects of workshop attendance and materials dissemination on levels of parent/school contacts in urban and rural areas in the state of Kansas. Extensive efforts were made by school personnel, parents, and community persons in soliciting parent involvement through training workshops on various topics i.e., parent rights, parent roles, behavior management, IEP conferences, and home academic programs.

Feedback from parents and trainers indicate that many variables influence parent workshop attendance:

1) History of parent-school interaction (both positive and negative);

2) Current issues involving individual schools or families (graduation, truancy, student's behavior);

3) Level of interaction or relationship of the trainer to specific parents (phone calls, home visits, prior acquaintance);

4) Workshop topics--many parents expressed more interest in specific programs and their child's progress than in special education involvement;

5) Other school-community issues more visible and pertinent than special education issues (consolidations, school closings, state institutions); and

6) Social barriers--working class versus professionals, court systems and family welfare departments confused or associated with school systems.

Given these considerations and the extensive efforts, it was not always possible to use a workshop format as an effective means of increasing parent involvement in the special education process. Urban parents showed significant increases in the level of interaction after receiving written materials only. In one rural site, 17 of 129 parents attended workshops, while 47 made phone contacts requesting that information be sent to them. Thus materials dissemination may be one way to increase parent involvement. If this method for increasing parent

involvement is used, two factors are critical: 1) that clear, informative materials are available such as parent handbooks and brochures on specific topics and 2) that someone is identified as responsible for responding to requests by organizing materials, receiving phone calls, and disseminating information to parents.

For some of the participating groups, parent workshops were found to be a viable means for increasing parent involvement. Several trainers found innovative ways to encourage workshop attendance such as videotapes of students, student programs or art displays, special speakers, or home visits prior to workshops. Many of the parents attending workshops are continuing to meet without the assistance of grant funding. Many parent organizations maintain that while parent attendance may be low for some workshops, it is the responsibility of schools to provide at least quarterly workshops and that parents will attend when they need or want assistance. In other words, the option should be made available.

SEF/2

Appendix A

Materials Reference List

Materials Reference List

A Parents Guide to Special Education - 1983. Kansas State Department of Education, 120 E. 10th Street, Topeka, Kansas, and the Midwest Regional Resource Center, Des Moines, Iowa.

Advocacy, Inc., 5555 North Lamar, Suite K-109, Austin, TX. PARENT MANUAL: EDUCATION FOR YOUR HANDICAPPED CHILD. 1. Basic Laws and Regulations; 2. Records; 3. Parent's Notebook.

Becker, W. C. (1971) Parents are Teachers, A Child Management Program. Champaign, Ill: Research Press.

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D'Antoni, A. C.; Minifie, D. G.; Minifie, E. R. (1978) A Parent's Guide to Learning Disabilities: Understanding and Helping Your Child, Elizabethtown, PA: The Continental Press.

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Johnson, D; Strenecky, B.; and Edge, D. Enhancing Parent/School Communications. Kentucky Department of Education. 1. Roles and Activities of Parents; 2. Parents as Volunteers.

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Karnes, M. and Lee R. (1980) Involving parents in the education of handicapped children. In M. Fine (Ed.), Handbook on Parent Education. New York: Academic Press, 1980.

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Kroth, Roger (1979) Unsuccessful Conferencing (or we've got to stop meeting like this!) Counseling and Human Development, 11 (9), 1-11.

Midwest Regional Resource Center, Drake University, Des Moines, Iowa 50311. Contract #300-78-0023, Department of Health Education and Welfare.

Pacer Center, Inc., 4701 Chicago Avenue S., Minneapolis, MN 55407. 1. How to be a Good Advocate for Your Child; 2. Some Tips for Good Communications between Parents and Schools; 3. Tips on Attending a Staffing Conference to Discuss Your Handicapped Child's Individual Education Plan.

Page and Kukic (1980). How to Use the Problem Solving Approach and Resolving Conflict.

The Parent Center/Institute for Parent Involvement, Albuquerque Public Schools/ Roger Kroth, 1700 Pennsylvania, N.E., Albuquerque, NM. 1. What Research and Experience Tell us About; 2. Tips for Progress Conferences: Mitchell Elementary School; 3. On Being an Active Parent; 4. Are You a Parent Who Would; 5. Principles of Discipline.

Parent Education Project (PEP) Coalition, 152 W. Wisconsin Avenue, Milwaukee, WI 53203. 1. Parent's Rights; 2. Communicating with Professionals

Parents Together: A Resource Manual for the Parents' Educational Advocacy Center (PEAC), February 1982.

Schumaker, J. B.; Hovel, M. F. and Sherman J. Managing Behavior (Example Privileges).

Sias, E. Parent's Choices: Raising Children the Best Way.

Simpson, R. L. (1982) Conferencing Parents of Exceptional Children. Rockville, Maryland: Aspen Systems Corporation.

Simpson, R. L. and Combs, N. Parenting the Exceptional Child. University of Kansas, Contract 300-75-0309.

State Plan for Special Education, FY 1983, Kansas State Department of Education, Special Education Administration Section, Topeka, KS. Content of the Individualized Education Plan.

Task Force on Education for the Handicapped, Inc., 812 E. Jefferson Boulevard, South Bend, Indiana 46617. Assessing Special Education: A Guide for Parents and Advocates.

Topeka Public Schools, 624 W. 24th Street, Topeka, KS 66611. IEP Checklist for Parents

Turnbull, H. R. and Turnbull, A. Free appropriate public education: Law and Implementation. Denver: Love Publishing, 1978.

Wichita Public Schools, 640 N. Emporia, Wichita, KS 67214. 1. The Parent's Role; 2. On Follow-Up; 3. A Glossary of Special Education Terms

JR/SE00/6

Appendix B

Teacher Survey

Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

September 1, 1983

Special Education Directors
School Districts/Cooperatives

TEACHER SURVEY ON PARENT INVOLVEMENT

The State Department of Education, Special Education Administration Section, has been awarded a one-year research grant from the U.S. Department of Education. The title of the project is Parent Involvement in the State of Kansas: A Program for Assessment of Current Needs and Implementation of Three Training Strategies. The goal of the project is to assess, demonstrate, and evaluate research developed regarding parental involvement in the educational process of their handicapped children. Several objectives will facilitate meeting this goal:

1. Needs assessment by expanding previous efforts of many local areas to assess the extent of parental involvement on a statewide basis.

2. Implementation of teacher to parent, parent to parent, and community person to parent training models to solicit parent involvement in participating special education cooperatives (Kansas City, Winfield, and St. Mary's).

3. Measurement of the effectiveness of these training strategies.

4. Dissemination of project findings for future replication on an individual basis.

In order to complete the first research objective, we are requesting completion of the parent participation survey by special education teachers throughout the state of Kansas. It is the intention to gather quantitative data regarding the numbers of parents involved in their handicapped child's educational program. Qualitative measures of the level of parental involvement will be done only in the school districts participating in the training programs. If your district/cooperative sponsors programs in special purpose schools, do not submit data for those teachers.

An Equal Employment/Educational Opportunity Agency

We are asking your assistance in the distribution and collection of the survey forms from your special education teachers who provide direct classroom instruction. Please collect the completed forms from the teachers and send them to my attention at: Kansas State Department of Education, 120 East Tenth Street, Topeka, Kansas 66612. Tabulation of the data will begin on October 15, so we would appreciate your efforts in returning the forms to us prior to that date.

Thank you for your cooperation.

Debra M. Whorton
Parent Involvement Project Director

James E. Marshall, Director
Special Education Administration

DMW:jkr

TEACHER SURVEY ON PARENT INVOLVEMENT

The State Department of Education, as a component of a federally funded parent involvement project, is surveying all special education teachers in the state of Kansas.

Please complete the following survey based upon interactions with parents of your handicapped students during the 1982-1983 school year. These interactions may be with you as special education personnel or interactions with regular education staff that you are aware of. If you were not teaching handicapped students during the 1982-1983 school year, please indicate such on the survey and return without completing.

Sponsoring District # _____

Cooperative Name _____

Teaching Position:____Self-contained____Resource Room____Intinerant/Consultant____

Exceptionality Served: _____

Number of Students: _____

1. Number of parents attending last I.E.P. meeting _____
2. Number of parents attending no parent/teacher conferences _____
3. Number of parents attending one parent/teacher conference _____
4. Number of parents attending two or more parent/teacher conferences _____
5. Number of parents initiating two or less phone calls with school _____
6. Number of parents initiating three or more phone calls with school _____
7. Number of parents initiating two or less written communications with school _____
8. Number of parents initiating three or more written communications with school _____

Reasons for success/failure for parental involvement in their handicapped child's educational program:_____

_____

_____

Additional thoughts on parental involvement in their child's school program:

_____

_____

_____

THANK YOU !!

DW/SEGG/5

Appendix C

Teacher Survey Results

TEACHER SURVEY ON PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Learning Disabled Students in Kansas	16,190 (3.696%)
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Learning Disabled Students in Kansas	824

Survey Results

# of Teachers of Learning Disabled Students Reporting:	453 (54.9%)
# of Learning Disabled Students in Sample:	7,670 (47.3%)
# of Parents Attending Last IEP Meeting:	73.1% (5,525 out of 7,555)
# of Parents Attending Two or More Conferences:	56.5% (4,094 out of 7,234)
# of Parents Initiating Three or More Phone Calls with School:	15.0% (1,067 out of 7,098)
# of Parents Initiating Three or More Written Communications with School:	11.9% (830 out of 6.953)

TEACHER SURVEY ON PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Mentally Retarded Students in Kansas	6,779 (1.548%)
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Mentally Retarded Students in Kansas	563

Survey Results

# of Teachers of Mentally Retarded Students Reporting:	267 (47.4%)
# of Mentally Retarded Students in Sample:	3,264 (48.1%)
# of Parents Attending Last IEP Meeting:	69.4% (2,194 out of 3,158)
# of Parents Attending Two or More Conferences:	51.8% (1,587 out of 3,061)
# of Parents Initiating Three or More Phone Calls with School:	31.0% (953 out of 3,073)
# of Parents Initiating Three or More Written Communications with School:	33.6% (1,021 out of 3,034)

TEACHER SURVEY OF PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Emotionally Disturbed Students in Kansas	4,323 (0.987%)
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Emotionally Disturbed Students in Kansas	388

Survey Results

# of Teachers of Emotionally Disturbed Students Reporting:	168 (43.2%)
# of Emotionally Disturbed Students in Sample:	1,619 (37.4%)
# of Parents Attending Last IEP Meeting:	72.1% (1,072 out of 1,486)
# of Parents Attending Two or More Conferences:	53.4% (829 out of 1,550)
# of Parents Initiating Three or More Phone Calls With School:	30.5% (476 out of 1,559)
# of Parents Initiating Three or More Written Communications with School:	26.5% (395 out of 1,489)

TEACHER SURVEY OF PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Severely Multiply Handicapped Students in Kansas	775 (0.177%)
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Severely Multiply Hanidcapped Students in Kansas	99

Survey Results

# of Teachers of Severely Multiply Handicapped Students Reporting:	40 (40.4%)
# of Severely Multiply Handicapped Students in Sample:	223 (28.7%)
# of Parents Attending Last IEP Meeting:	89.1% (197 out of 221)
# of Parents Attending Two or More Conferences:	83.4% (171 out of 205)
# of Parents Initiating Three or More Phone Calls with School:	65.4% (146 out of 223)
# of Parents Initiating Three or More Written Communications with School:	74.4% (166 out of 223)

TEACHER SURVEY ON PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Hearing Impaired Students in Kansas	771 (0.176%)
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Hearing Impaired Students in Kansas	65

Survey Results

# of Teachers of Hearing Impaired Students Reporting:	29 (44.6%)
# of Hearing Impaired Students in Sample:	279 (36.1%)
# of Parents Attending Last IEP Meeting:	68.1% (190 out of 279)
# of Parents Attending Two or More Conferences:	50.3% (137 out of 272)
# of Parents Initiating Three or More Phone Calls with School:	39.9% (109 out of 273)
# of Parents Initiating Three or More Written Communications with School:	33.8% (90 out of 266)

TEACHER SURVEY ON PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Visually Impaired Students in Kansas	277 (0.063%)
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Visually Impaired Students in Kansas	24

Survey Results

# of Teachers of Visually Impaired Students Reporting:	15 (62.5%)
# of Visually Impaired Students in Sample:	173 (62.4%)
# of Parents Attending Last IEP Meeting:	84.8% (129 out of 152)
# of Parents Attending Two or More Conferences:	75.0% (105 out of 140)
# of Parents Initiating Three or More Phone Calls with School:	46.9% (78 out of 166)
# of Parents Initiating Three or More Written Communications with School:	25.0% (39 out of 156)

TEACHER SURVEY ON PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Students in Early Childhood and Developmentally Disabled Kindergarten Programs in Kansas	
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Early Childhood and Developmentally Disabled Kindergarten Students in Kansas	52

Survey Results

# of Teachers of Early Childhood and Developmentally Disabled Kindergarten Students Reporting:	13 (25.0%)
# of Early Childhood and Developmentally Disabled Kindergarten Students in Sample:	208
# of Parents Attending Last IEP Meeting:	74.0% (154 out of 208)
# of Parents Attending Two or More Conferences:	62.9% (95 out of 151)
# of Parents Initiating Three or More Phone Calls with School:	46.1% (96 out of 208)
# of Parents Initiating Three or More Written Communications with School:	37.9% (79 out of 208)

TEACHER SURVEY ON PARENT INVOLVEMENT

Total # of Students Receiving Special Education Services in Kansas	54,296 (12.39%)
Total # of Students in Interrelated Classrooms in Kansas	
Total # of Special Education Teachers in Kansas	3,265
Total # of Teachers of Interrelated Classrooms in Kansas	469

Survey Results

# of Teachers of Interrelated Classrooms Reporting:	264 (56.2%)
# of Students in Interrelated Classrooms in Sample:	4,179
# of Parents Attending Last IEP Meeting:	72.3% (2,931 out of 4,051)
# of Parents Attending Two or More Conferences:	48.0% (1,847 out of 3,841)
# of Parents Initiating Three or More Phone Calls with School:	17.7% (685 out of 3,849)
# of Parents Initiating Three or More Written Communications with School:	14.4% (546 out of 3,773)

Appendix D

Parent Trainer Workshop Agenda

PARENT TRAINER WORKSHOP

Agenda

I. Overview of Parent Involvement Grant

II. Needs of Parents

Handout: Needs of Parents

III. Effective Group Leadership

Handouts: Guidelines for Group Leaders
Problems of Group Leadership

IV. Designing Small Group Meetings with Parents

A. Materials

B. Agenda

C. Handout: Helpful Tips

V. Data Collection

Ongoing:
1. Master List (1 copy to director/1 copy to trainer)
2. Levels of Participation
3. Teacher Report

IEP:
1. Observation
2. Checklist

End of Year:
1. Parent Report
2. Parent Checklist
3. Behavior Rating Profile (teacher/parent)

Appendix E

Trainer Contract

PARENT TRAINER CONTRACT

This agreement is between the trainer_____and the Kansas State Department of Education Parent Involvement Project for the period of November 1983 through May 1984.

The trainer agrees to perform the following responsibilities:

1. Attend and participate in 2 parent training sessions on materials and methods to carry out the program.
2. Conduct 4 parent training workshops for assigned group of parents using the materials and methods specified in #1.
3. Maintain records of parent attendance at the workshops.
4. Maintain records of any other contacts with assigned parents.
5. Turn in materials/forms upon completion of responsibilities.
6. Keep parent involvement staff informed of workshop dates, times and any related concerns.

The parent involvement staff will provide the necessary support and guidance to facilitate the trainers responsibilities, including the following:

1. Conduct 2 parent training sessions on materials and methods to carry out the program.
2. Provide materials for parent workshops.
3. Assist in setting up parent workshops, as needed.
4. Monitor parent training workshops.
5. Compile records maintained by parent trainers.
6. Provide feedback to parent trainers as needed for implementation of program.

Compensation for fulfillment of the parent trainer responsibilities will be provided by a $125 consultant honorarium. This will be received by trainers upon completion of the program in May, 1984.

Parent trainers may also enroll for 3 hours of graduate credits at the University of Kansas for participation in the program.

I, _____, agree to the above contract terms and will participate as a parent trainer.

_____ _____
Signature Date

Address: _____

City: _____

State & Zip: _____

Parent Involvement Staff

/S/ Debbie Whorton

1980 North 2nd

Kansas City, KS 66101

(913) 321-3143

Appendix F

Parent Workshop Invitations

PARENT WORKSHOP

The Mental Retardation Governing Board of Wyandotte County, along with staff members of Subcontracts Employment Training Center, is offering a third parent workshop on March 28. During the workshop, staff will offer:

- Information about Social Security Benefits when your child becomes 18 years old.
- Information about services available from Social and Rehabilitation office in Wyandotte County
- Information from Vocational Rehabilitation in Wyandotte County

DATE: Wednesday, March 28th
TIME: 7:00 p.m. - 9:00 p.m.
PLACE: Subcontracts Employment Training Center
750 Cheyenne
Kansas City, Kansas

CONTACT PERSON: Debbie Whorton
321-3143

Please return this to school with your child.

Name: _____

_____ Yes, I plan to attend the workshop on March 28th.

_____ No, I do not plan to attend.

PARENT GROUP

WE MISSED YOU AT THE FIRST PARENT GROUP IN FEBRUARY. WE WILL GET TOGETHER AGAIN THIS MONTH. COME FIND OUT WHAT THE PARENT GROUP CAN DO FOR YOU!

- VISIT OTHER PARENTS IN THE COMMUNITY
- FIND OUT ABOUT YOUR CHILD'S PROGRAM
- LEARN HOW TO HELP YOUR CHILD AT SCHOOL

DATE:	THURSDAY, MARCH 22
TIME:	1:30 P.M. - 3:00 P.M.
PLACE:	WELBORN ELEMENTARY SCHOOL
	3RD FLOOR, SOUTH BUILDING
	5200 LEAVENWORTH ROAD
	KANSAS CITY, KANSAS
CONTACT PERSON:	DEBBIE WHORTON
	321-3143

PARENT INVOLVEMENT GROUP

DATE: Tuesday, February 28, 1984

TIME: 7:00 P.M. - 8:30 P.M.

PLACE: Bethel Lutheran Church
2801 North 83rd Street (5 blocks North of Parallel Ave.)
Kansas City, Kansas

CONTACT PERSON: Debbie Whorton
Parent Involvement Project
321-3143

— Confused by Special Education Words and meetings....

— Wish you understood more clearly what the professionals were saying....

— Wondering how to talk to your child's teacher and make suggestions you think will help....

COME FIND OUT ABOUT YOUR CHILD'S SCHOOL PROGRAM.

COME VISIT WITH OTHER PARENTS IN YOUR CHILD'S CLASSROOM.

PARENT WORKSHOPS

During the 1983-1984 school year, the Wyandotte County Special Education Cooperative is participating in a parent involvement project with the Kansas State Department of Education. The goal of the project is to encourage parents of special education students to be actively involved in their child's school program and to provide information to plan for the child's future.

Staff members from Subcontracts Employment Training Center will offer workshops for parents on the following topics:

ADULT RESIDENTIAL ALTERNATIVES
ADULT VOCATIONAL ALTERNATIVES
DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES
LEGAL ISSUES: GUARDIANSHIP, TRUST FUNDS, AND WILLS
SPECIAL TOURS OF SUBCONTRACT'S FACILITIES

Consider becoming a participant in the parent workshops. The workshops will begin in January, 1984, and will be offered once a month.

LOOK FOR MORE INFORMATION TO BE COMING HOME SOON

PARENT TO PARENT

SUPPORT GROUPS

SPECIAL EVENTS

1:00 - 2:30 P.M. FRIDAY, APRIL 13

DISCIPLINE: COPING WITH PARENTHOOD

SPEAKER: BRIAN BELDEN
UNIVERSITY OF KANSAS MEDICAL CENTER

1:00 - 2:30 P.M. THURSDAY, APRIL 26

INDIVIDUAL EDUCATION PROGRAMS

SPEAKER: SYDNEY SHEPARD
KANSAS CITY, KANSAS PUBLIC SCHOOLS

1:00 - 2:30 P.M. THURSDAY, MAY 10

SUMMER EVENTS FOR KIDS

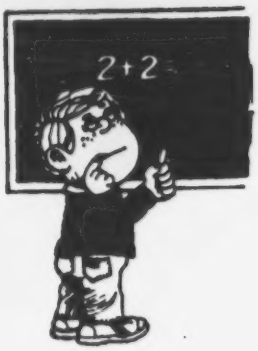
SPEAKER: WYANDOTTE COUNTY PARKS AND RECREATION DEPARTMENT

LOCATION

KENSINGTON PARK RECREATION CENTER
29TH AND STATE AVENUE
KANSAS CITY, KANSAS

EVERYONE WELCOME!! BRING A FRIEND OR NEIGHBOR!!
REFRESHMENTS PROVIDED

SPONSORED BY: PARENT INVOLVEMENT PROGRAM
DEBBIE WHORTON, PROJECT DIRECTOR
321-3143



Reminder Notice

PARENT TO PARENT SUPPORT GROUP

Speaker: Brian Belden
University of Kansas Medical Center

Topic: Discipline: Coping with Parenthood

Date: Friday, April 13

Time: 1:00 - 2:30 P.M.

Place: Kensington Park Recreation Center
29th and State Avenue
Kansas City, Kansas

EVERYONE WELCOME!!

Reminder Notice

PARENT TO PARENT SUPPORT GROUP

Speaker: Brian Belden
University of Kansas Medical Center

Topic: Discipline: Coping with Parenthood

Date: Friday, April 13

Time: 1:00 - 2:30 P.M.

Place: Kensington Park Recreation Center
29th and State Avenue
Kansas City, Kansas

EVERYONE WELCOME!!

PARENT WORKSHOP

The Mental Retardation Governing Board of Wyandotte County, along with staff members of Subcontracts Evaluation and Training Center, is offering a final parent workshop on Wednesday, April 25, 1984. During the workshop, staff will offer:

- Information regarding legal issues
- Wills and trust funds for the disabled
- Guardianship when your child turns 18 years old

DATE: Wednesday, April 25, 1984

TIME: 7:00 p.m. - 8:30 p.m.

PLACE: Subcontracts Evaluation and Training Center
750 Cheyenne
Kansas City, Kansas

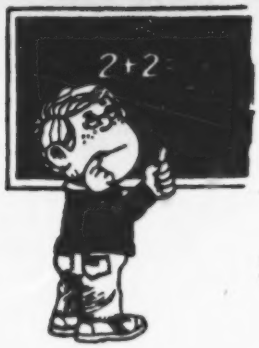
CONTACT PERSON: Debbie Whorton
321-3143

Please return this to school with your child.

Name: _____

_____ Yes, I plan to attend the workshop on April 25th.

_____ No, I do not plan to attend.



Reminder Notice

PARENT TO PARENT SUPPORT GROUP

Speaker: Sydney Shepard
Kansas City, Kansas Public Schools

Topic: Individual Education Programs

Date: Thursday, April 26

Time: 1:00 - 2:30 P.M.

Place: Kensington Park Recreation Center
29th and State Avenue
Kansas City, Kansas

EVERYONE WELCOME!!

Reminder Notice

PARENT TO PARENT SUPPORT GROUP

Speaker: Sydney Shepard
Kansas City, Kansas Public Schools

Topic: Individual Education Programs

Date: Thursday, April 26

Time: 1:00 - 2:30 P.M.

Place: Kensington Park Recreation Center
29th and State Avenue
Kansas City, Kansas

EVERYONE WELCOME!!

Reminder Notice

PARENT TO PARENT SUPPORT GROUP

Speaker: Wyandotte County Parks and Recreation Department

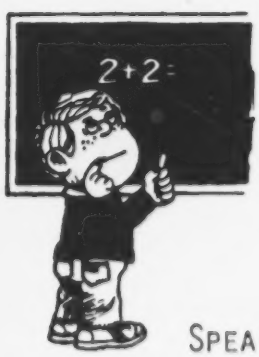
Topic: Summer Events for Kids

Date: Thursday, May 10

Time: 1:00 - 2:30 P.M.

Place: Kensington Park Recreation Center
29th and State Avenue
Kansas City, Kansas

EVERYONE WELCOME!!



Reminder Notice

PARENT TO PARENT SUPPORT GROUP

Speaker: Wyandotte County Parks and Recreation Department

Topic: Summer Events for Kids

Date: Thursday, May 10

Time: 1:00 - 2:30 P.M.

Place: Kensington Park Recreation Center
29th and State Avenue
Kansas City, Kansas

EVERYONE WELCOME!!

Appendix G

Parent Workshop Agendas

PARENT ROLES

Why Be Involved?

I. Rationale for Parent Involvement

II. Roles and Activities of Parents

- Handout: Parents as Volunteers

III. What Research and Experience tells us about working with Parents of Exceptional Children

- Handout: Turnbull & Turnbull
  Child Information from Parents

Parents and Schools

I. On Being An Active Participant

- On Being an Active Parent

II. Tips for Progress Conferences

- Handout" Tips for Progress Conferences

Small Group or Take Home Activity

- Handout: Are You a Parent Who Would

PARENT'S RIGHTS

I. Basic Laws and Regulations

Public Law 94-142

Section 504

Booklet: Parent's Guidelines for Special Education

II. Parent's Rights

Handout: Your Rights

III. How to Be A Good Advocate for Your Child - Handout

IV. Some Tips for Good Communications Between Parents and Schools - Handout

References for Trainer:

Records

Glossary of Terms

PROBLEM SOLVING

I. Resolving Differences with School Officials

II. Topic: How to Use the Problem Solving Approach for Resolving Conflicts

III. Assertiveness Is....Assertiveness Is Not....

IV. Communicating with Professionals

V. Conflict Resolution Conference (Role-Playing Materials) (Examples for different exceptionalities)

I E P

I. The Individual Education Program

A. Content of the IEP (State Plan)

B. Content of the IEP (Midwest Regional Resource Center)

C. Notification and Scheduling of the IEP

Handout: Parents are Very Important People

II. Tips on Attending a Staffing Conference to Discuss Your Handicapped Child's IEP

Handout: The Parents Role

Handout: A Checklist

Handout: People Who May Be At The Meeting

Handout: IEP Meeting Activities

III. Activity 2

Handout: Goals Reference List

IV. Handout: On Follow Up

V. IEP - Role Playing Materials

HOME BEHAVIOR PROGRAMS

Basic Information

I. Basic Principles in Dealing with Children
- Principles of Discipline
- Some Rules About Making and Using Rules
- Handout: Grandma's Rule

Positive Reinforcement

II. How to Reinforce
- Rewarding Good Behavior
- Handout: Example Privileges

Principles

III. Specific Procedures for Establishing a Home Management Program
- Planning a Behavior Change Program

IV. Samples for Discussion
- Following Directions and Household Chores
- Behavior Management and Role-Playing Materials
- Handout: Cartoons (Planned Ignoring)
- Handout: Parent's Choices

HOME ACADEMIC SKILLS

I. Examples of Programs for Use by Parents

II. Small Groups

A. Teacher-Trainer can direct parents to generate ideas

B. Teacher-Trainer can give examples for individual students

Appendix H

Sample Parent Handouts

YOUR RIGHTS

WHEN YOUR CHILD HAS BEEN REFERRED FOR SPECIAL EDUCATION CLASSES, FEDERAL LAWS AND KANSAS LAW BOTH SAY THAT YOU HAVE RIGHTS.

SOME OF THOSE RIGHTS ARE:

1. THE RIGHT TO BE CONTACTED AND TOLD WHAT THE SCHOOL PLANS TO DO ABOUT YOUR CHILD'S EDUCATION PROGRAM. THIS MUST BE DONE BEFORE YOUR CHILD CAN BE TESTED OR IS PLACED IN A SPECIAL EDUCATION PROGRAM.

2. THE RIGHT TO CONSENT. THAT MEANS THE SCHOOL HAS TO HAVE YOUR PERMISSION BEFORE YOUR CHILD IS PUT INTO A SPECIAL EDUCATION PROGRAM.

3. THE RIGHT TO A FULL EVALUATION OF YOUR CHILD'S NEEDS. IF YOU DON'T AGREE WITH WHAT THE SCHOOL FINDS OUT, YOU CAN HAVE ONE DONE OUTSIDE OF SCHOOL. THE SCHOOL MAY HAVE TO PAY FOR IT.

4. THE RIGHT TO SEE WHAT RECORDS ARE KEPT ON YOUR CHILD. RECORDS INCLUDE TESTS, GRADES, REPORTS AND OTHER INFORMATION THE SCHOOL HAS KEPT ON YOUR CHILD.

5. THE RIGHT TO PRIVACY OF INFORMATION. NO ONE MAY SEE YOUR CHILD'S RECORDS UNLESS YOU GIVE YOUR PERMISSION IN WRITING. THE ONLY PEOPLE WHO DON'T HAVE TO HAVE THAT PERMISSION IN WRITING ARE PEOPLE LIKE YOUR CHILD'S TEACHER OR OTHER SCHOOL OFFICIALS WHO ARE PLANNING YOUR CHILD'S EDUCATION PROGRAM.

6. THE RIGHT TO HAVE YOUR CHILD IN CLASSES WITH CHILDREN WHO ARE NOT IN SPECIAL EDUCATION CLASSES. THIS MEANS THAT AS MUCH AS POSSIBLE YOUR CHILD HAS THE RIGHT TO BE WITH OTHER STUDENTS WHO ARE NOT SPECIAL EDUCATION STUDENTS.

(OVER)

7. THE RIGHT TO BE A PART OF YOUR CHILD'S IEP MEETING AND TO HELP DEVELOP YOUR CHILD'S IEP.

8. THE RIGHT TO HAVE SOMEONE HELP YOU DEVELOP THE IEP FOR YOUR CHILD. THIS PERSON CAN BE ANOTHER PARENT, A TEACHER, A LAWYER, OR A FRIEND AND IS CALLED AN ADVOCATE.

THE PARENT'S ROLE

1. PROVIDE VALUABLE AND UNIQUE INFORMATION ABOUT THE DEVELOPMENT, NATURE AND NEEDS OF YOUR CHILD.

2. REPORT YOUR CHILD'S EDUCATIONAL HISTORY IN SUCH A WAY THAT IT CAN BE WEIGHED CAREFULLY AS EACH MAJOR PROGRAM DECISION IS CONSIDERED.

3. MONITOR, GUIDE AND ACT AS A RESOURCE FOR A WHOLE SET OF PERSONAL VALUES YOU HOPE YOUR CHILD WILL INCORPORATE INTO HIS/HER LIFESTYLE.

4. REINFORCE ACTIVITIES AND SKILL ACQUISITION THAT HAVE OCCURED DURING THE SCHOOL DAY.

5. PROVIDE INFORMATION CONCERNING HOME SITUATIONS, AS WELL AS INPUT FOR DEVELOPMENT OF GOALS FOR YOUR CHILD.

6. PROVIDE INFORMAL BEHAVIORAL OBSERVATIONS.

7. ASK FOR CLARIFICATION OF ANYTHING YOU DON'T UNDERSTAND.

8. ASK FOR ANSWERS TO ANY QUESTIONS YOU MAY HAVE.

9. EXPRESS WHAT YOUR CONCERNS ARE AND HOW YOU FEEL.

10. TRY TO BE FLEXIBLE ABOUT MEETING TIMES.

11. BE SURE TO ATTEND WHEN A MEETING DATE HAS BEEN SET, AND BE ON TIME.

12. ASK IF THERE ARE ACTIVITIES YOU CAN DO AT HOME TO ENHANCE THE IEP.

13. KNOW THE PRESENT LEVEL OF EDUCATIONAL FUNCTIONING OF YOUR CHILD.

(OVER)

14. KNOW WHEN REEVALUATION IS SCHEDULED TO OCCUR.

15. ASK FOR A COPY OF THE MEETING'S RESULT.

16. KNOW YOUR RIGHTS AS PARENTS--IF YOU AND THE SCHOOL DISAGREE ABOUT THE APPROPRIATENESS OF THE IEP:

    A) SEND A LETTER WHICH OUTLINES THE COMPLAINT OR CONCERN TO THE SCHOOL ADMINISTRATION;

    B) ASK THAT HE/SHE REVIEW AND DISCUSS THE IEP WITH YOU.

    IF THERE ARE IRRECONCILABLE DIFFERENCES REGARDING THE IEP OR PLACEMENT, YOU HAVE A RIGHT TO A DUE PROCESS HEARING.

ABOVE ALL, BE AN ACTIVE, CONCERNED

INVOLVED PARENT!!!

WICHITA PUBLIC SCHOOLS

PARENT-CONFERENCING STRATEGY

Clarify the Purpose and Expectations for the Evaluation

Discuss the Assessment Procedures

Summarize the Analysis of the Findings

Allow Opportunities for Questions

Restate Recommendations

Discuss Classroom and School Schedules

Discuss Classroom and School Philosophy and Administration

Discuss Academic Remediation Programs

Discuss Classroom Management and Emotional/Social Remediation Programs

Discuss Ancillary Personnel and Related Services

Discuss Parent/Family Programs

Discuss Procedures for Evaluating the Pupil's Progress

Discuss Ways of Disseminating Student Evaluations to Parents

Discuss Problem Solving Alternatives and Other Parental Resources in the School and Community

I.E.P. CHECK LIST FOR PARENTS

**PLEASE CHECK IF THE ANSWER IS "YES" TO THE QUESTIONS BELOW.

_____ IS THE DATE OF YOUR IEP CONFERENCE SHOWN ON THE IEP FORM?

_____ IS YOUR CHILD'S BIRTHDAY CORRECT ON THE FORM?

_____ ARE YOUR CHILD'S PRESENT LEVELS OF PERFORMANCE STATED ON THE IEP?

_____ ARE THESE LEVELS OF PERFORMANCE CLEARLY STATED?

_____ DO THEY SEEM TO BE THE BEST GOALS FOR YOUR CHILD AT THIS TIME?

_____ IS THE TYPE (LEVEL) OF SPECIAL EDUCATION PROGRAM YOUR CHILD WILL BE RECEIVING CORRECTLY STATED ON THE FORM?

_____ ARE ADDITIONAL SERVICES THAT YOUR CHILD WILL BE RECEIVING (SUCH AS SPEECH OR PHYSICAL THERAPY) LISTED ON THE IEP FORM?

_____ HAVE YOU TOLD THE MEMBERS OF THE TEAM OF ANY OTHER SERVICES YOU FEEL THAT YOUR CHILD NEEDS? (IF ANY.)

_____ HAVE ALL THE MEMBERS PRESENT AT THE IEP CONFERENCE SIGNED THE FORM?

_____ HAVE YOU INDICATED WHETHER OR NOT YOU AGREE WITH THE IEP?

_____ HAVE SHORT-TERM OBJECTIVES BEEN WRITTEN FOR EACH LONG-TERM GOAL?

_____ HAS THE PERSON RESPONSIBLE FOR WORKING WITH YOUR CHILD ON EACH OBJECTIVE BEEN LISTED ON THE FORM?

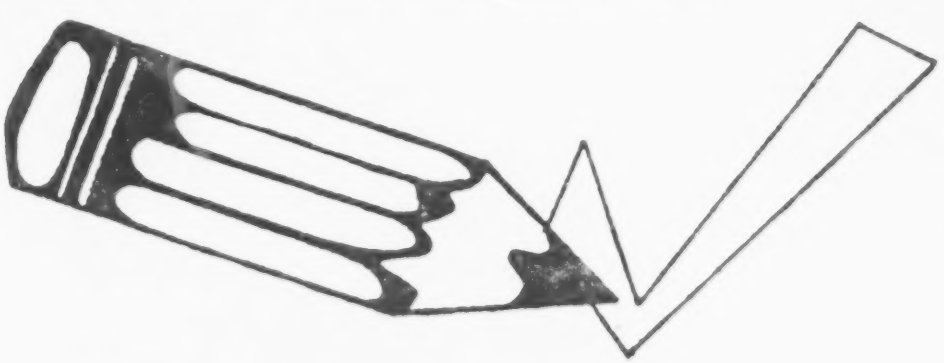
_____ ARE THE SHORT-TERM OBJECTIVES WRITTEN SO THAT YOU CAN EASILY UNDERSTAND THEM?

_____ IS THE CRITERIA FOR EACH OBJECTIVE CLEARLY STATED? CRITERIA: WHAT OR HOW YOUR CHILD MUST PERFORM TO SUCCESSFULLY MEET THE SHORT TERM OBJECTIVE.

TOPEKA PUBLIC SCHOOLS

A Checklist

- ☐ **V**isit your child's classroom to observe your child in an instructional setting.
- ☐ **S**tart a notebook listing your child's developmental and educational history.
- ☐ **T**alk to your child about his or her feelings towards school, subjects, classmates, and teachers.
- ☐ **K**eep records of your child's behavior at home such as responsibilities, favorite pastimes, dislikes, typical daily schedule, interaction with others.
- ☐ **M**ake out a list of questions that you want to ask school personnel regarding your child's needs.
- ☐ **M**ake a list of some thoughts to share at the IEP meeting regarding your child's needs and expectations.
- ☐ **M**ake a list of suggestions that you might like to see written into your child's educational plan.



Developed by Midwest Regional Resource Center. (Des Moines, IA: Drake University, 1979)

Tips for Progress Conferences

What Good is a Conference?

A teacher-parent conference is a two-way exchange of information about your child. A scheduled conference is a good time to exchange ideas and inquire about your child's school progress. If there is anything worrying you about your child's work, or if anything is bothering you about school procedures, you will have the opportunity to discuss it at the conference time.

For good conferences to happen, there are several basic assumptions which you and the teacher must make.

It is realistic to assume both of you want your child to succeed, that neither wants to push the child too fast, that both agree learning goes on at home as well as at school, and most importantly, that the goal of both is the best possible education for your child.

How to Get Ready for the Conference

1. If you have small children, please get a baby-sitter or someone to watch after them.
2. Please be on time. The teacher may have another scheduled conference.
3. Ask your child if he has any questions he would like you to ask his teacher.
4. Jot down what you want to learn about your child from the teacher.

Questions You Might Want to Ask the Teacher

1. Is my child progressing up to his ability?
2. How is my child achieving is specific subjects?
3. What books is he using?
4. Does he participate in group activities?
5. Does he get along with other children?
6. Does he obey the teacher?
7. How can I help at home?
8. How has he done on any tests taken this year?

Questions the Teacher May Want to Ask You

1. What is your child's general reaction to school?
2. How does he spend his time after school? What are his hobbies, interests, abilities?
3. How is his health? Does he seem to have any problems?
4. What is his response to rules and responsibilities at home? What type of discipline works best at home?
5. Does he have time set aside daily for reading, study or homework?
6. Does he have a quiet place to work?

At the Conference

1. Arrive on time. Stay only as long as you are scheduled - if necessary, re-schedule for a later date.
2. Keep the attention focused on your child and how you can assist both student/teacher?
3. Inquire about concerns that you have regarding your child's school progress.
4. Volunteer information which might help the teacher understand your child, health, etc.

After the Conference

1. If you have later or further questions, feel free to contact your child's teacher or the office.

Progress Conferences. Albuquerque, New Mexico: Mitchell Elementary School.

IEP MEETING ACTIVITIES

1. Introduction of members.

2. Summary of activities at the referral conference.

3. Review of evaluation checklist completed at referral conference.

4. Reporting of assessment information by team members.

5. Writing of present level of performance statement.

6. Determining if the student is handicapped and in need of special education services.

7. If no: Summarize findings, decision and team recommendations for programming, assign a team member to notify the person who made the referral and any others involvedl

   If yes: Proceed to develop Individual Education Plan (IEP) for the child.

8. Write annual goals.

9. Write short term objectives, evaluation procedures and evaluation schedules.

10. Determine placement; designate program, percent of time in regular program, and related services to be provided.

11. Complete IEP form.

12. Review IEP; modify, if needed.

(OVER)

13. Make assignments for any next steps which need to be completed (implementation of programs).

14. Evaluate team functioning during the meeting.

Increasing the Effectiveness of Multidisciplinary IEP Teams, (Des Moines, IA: Drake University, Midwest Regional Resource Center, 1982).

SAMPLE GROUND RULES

1. START ON TIME.
2. POST THE AGENDA IN THE ROOM.
3. TEAM REVIEWS AGENDA AND SETS TIME ALLOTMENTS.
4. ALL MEMBERS ATTEND TO THE TASK AT HAND.
5. DO NOT INTERRUPT OTHERS.
6. IF YOU DON'T AGREE, SAY SO.
7. IF YOU DON'T UNDERSTAND, PLEASE ASK FOR CLARIFICATION.
8. THE CHAIRPERSON IS RESPONSIBLE FOR RUNNING THE MEETING.

INCREASING THE EFFECTIVENESS OF MULTIDISCIPLINARY IEP TEAMS, (DES MOINES, IA: DRAKE UNIVERSITY, MIDWEST REGIONAL RESOURCE CENTER, 1982).

THE STARTING POINT

1. Give permission for an evaluation.

2. Give information about a child, to be used as part of the evaluation process.

3. Ask the schools to explain all the tests and other information used to develop the child's IEP.

4. Give information to help develop the IEP.

5. Give approval of the IEP or withdraw approval if they are not happy with it.

6. Look at all the records on the child.

7. Observe classroom instruction.

8. Receive training about appropriate programs and parent's rights to due process.

9. Serve on advisory panels to help schools develop good programs for all children.

10. Talk often with the teacher, to check on a child's progress.

PEOPLE WHO MAY BE AT THE MEETING

SCHOOL PSYCHOLOGIST. THIS INDIVIDUAL HAS TESTED YOUR CHILD IN DIFFERENT LEARNING AREAS. HIS OR HER ROLE WILL BE TO SHARE THE INFORMATION GATHERED AND TO EXPLAIN THE TESTING RESULTS. HE OR SHE MAY ALSO SUGGEST STRATEGIES FOR THE CLASSROOM TEACHER TO USE TO HELP YOUR CHILD.

PRINCIPAL. THE PRINCIPAL IS THE ADMINISTRATOR REPRESENTING THE SCHOOL. THIS INDIVIDUAL USUALLY CHAIRS THE MEETING. HE OR SHE ALSO INTERPRETS DISTRICT POLICY AS IT RELATES TO SPECIFIC ASPECTS OF SPECIAL EDUCATION PROGRAMMING.

SPECIAL EDUCATION TEACHER. THE SPECIAL EDUCATION TEACHER WILL SHARE INFORMATION ABOUT THE SPECIAL EDUCATION PROGRAM IN THE SCHOOL. THIS PERSON WILL BE RESPONSIBLE FOR PROGRAMMING FOR YOUR CHILD, IF THE CHILD IS PLACED IN THAT CLASSROOM.

SPECIAL EDUCATION CONSULTANT. THE CONSULTANT'S ROLE IS TO EXPLAIN TYPES OF SPECIAL EDUCATION PROGRAMS AVAILABLE TO YOUR CHILD. THIS PERSON MAY ALSO SHARE INFORMATION ABOUT LEVELS OF DISABILITIES AND APPROPRIATENESS OF PROGRAMMING FOR SPECIFIC DISABILITY AREAS.

GENERAL EDUCATION TEACHER. THE GENERAL EDUCATION TEACHER WILL SHARE INFORMATION ABOUT SPECIFIC ACADEMIC AREAS THAT YOUR CHILD MAY NEED ASSISTANCE WITH. HE OR SHE MAY ALSO OUTLINE EXPECTATIONS REQUIRED FOR STUDENTS TO ACHIEVE IN THE GENERAL EDUCATION CLASSROOM.

SOCIAL WORKER. THE SOCIAL WORKER'S ROLE IS TO SHARE INFORMATION GATHERED FROM OUTSIDE THE SCHOOL SETTING. THIS MIGHT INCLUDE SOCIAL, MEDICAL, OR PERSONAL INFORMATION ABOUT YOUR CHILD. HE OR SHE MAY ALSO SERVE AS A SOURCE FOR LOCATING COMMUNITY RESOURCES TO AID YOU AND YOUR CHILD.

(OVER)

SPEECH CLINICIAN. IF YOUR CHILD IS SUSPECTED OF HAVING A SPEECH OR LANGUAGE PROBLEM, THE SPEECH CLINICIAM MAY BE PRESENT AT THE IEP MEETING. A SPEECH OR LANGUAGE PROBLEM MIGHT INCLUDE BEING UNABLE TO MAKE CERTAIN SOUNDS OR HAVING DIFFICULTY UNDERSTANDING OR USING WORDS OR SENTENCES.

SCHOOL NURSE. THIS INDIVIDUAL KEEPS TRACK OF YOUR CHILD'S MEDICAL RECORDS. IF YOUR CHILD IS SUSPECTED OF HAVING A PROBLEM THAT MIGHT BE MEDICALLY RELATED, THIS INDIVIDUAL MIGHT BE AT THE STAFFING. HE OR SHE MAY ALSO EXPLAIN ANY MEDICATIONS YOUR CHILD MAY BE TAKING.

AUDIOLOGIST. IF YOUR CHILD IS SUSPECTED OF HAVING A HEARING PROBLEM, THIS INDIVIDUAL MAY BE PRESENT. HE OR SHE WILL EXPLAIN ANY TESTS GIVEN TO CHECK YOUR CHILD'S HEARING AND WHAT THE PROBLEM MIGHT BE. A HEARING PROBLEM MIGHT INCLUDE A HEARING LOSS OR RELATED PROBLEM.

COUNSELOR. THE SCHOOL COUNSELOR'S ROLE IS TO HELP ALL STUDENTS MEET THEIR NEEDS. HE OR SHE MAY SHARE INFORMATION ON WAYS TO HELP YOUR CHILD IMPROVE HIS OR HER SELF-CONCEPT, COMMUNICATE MORE EFFECTIVELY, OR PROVIDE ACADEMIC HELP.

*ALL OF THESE INDIVIDUALS PROBABLE WON'T BE AT YOUR CHILD'S IEP MEETING AT ONE TIME, AND THERE MAY BE OTHERS NOT MENTIONED HERE WHO WILL BE INVOLVED. DIFFERENT INDIVIDUALS WILL SERVE IN DIFFERENT ROLES FROM DISTRICT TO DISTRICT.

DURING THE PLANNING MEETING

1. Ask for introductions if the person chairing the meeting doesn't have everyone introduce themselves. If you aren't sure what each person's role is at the meeting, ask him or her to explain.

2. Take notes if you wish and ask questions of those reporting on your child.

3. Ask questions. If you do not know the meaning of some terms, ask for an example. Ask educators to describe how your child acted by explaining test scores, etc.

4. Share what you know about your child to help the team determine your child's special needs and the best programming for him or her.

5. Participate in developing your child's goals and objectives. If you aren't sure how to do so, ask for help or instructions. Let the team know what you wish your child would learn to do. If your wishes are unrealistic, team members will let you know.

6. Take responsibility for a goal and/or an objective you can help your child with at home. Don't agree, however, to things you don't feel you can do. Many parents are frustrated in the role of tutor.

7. Make sure that team members talk with, rather than about, your child, if he or she is in the meeting. Maybe your child can suggest a goal and/or an objective and take responsibility for it.

8. Sign only forms that you understand. Ask about them if you don't understand.

SOME TIPS FOR GOOD COMMUNICATIONS BETWEEN PARENTS AND SCHOOLS

1. KEEP IN TOUCH WITH YOUR CHILD'S TEACHER OR TEACHERS FREQUENTLY...BY TELEPHONE CALLS, NOTES, OR PERSONAL VISITS. LET THE TEACHER KNOW YOUR IDEAS ABOUT YOUR CHILD; THINGS HE OR SHE DOES WELL, WAYS HE/SHE LEARNS BEST, ETC. ASK QUESTIONS ABOUT ANYTHING YOU DON'T UNDERSTAND.

2. EXPRESS YOUR FEELINGS. LET THE STAFF KNOW WHEN YOU FEEL THEY ARE DOING A GOOD JOB AND WHEN YOU FEEL THAT THINGS ARE NOT GOING WELL.

3. ATTEND ALL MEETINGS RELATING TO YOUR CHILD'S EDUCATION. BE AN ACTIVE, INTERESTED PARENT.

4. BE A GOOD LISTENER. ENCOURAGE THE STAFF TO KEEP YOU INFORMED ABOUT YOUR CHILD'S PROGRESS, RELATIONSHIP WITH OTHER CHILDREN, AND ANY PROBLEMS OR CONCERNS THEY MAY HAVE. LISTEN TO THE STAFF'S PROFESSIONAL OPINIONS ABOUT YOUR CHILD. REMEMBER, SCHOOL PERSONNEL CAN BE GOOD ADVOCATES FOR YOUR CHILD, TOO!

5. HELP YOUR CHILD DEVELOP A POSITIVE ATTITUDE TOWARD SCHOOL.

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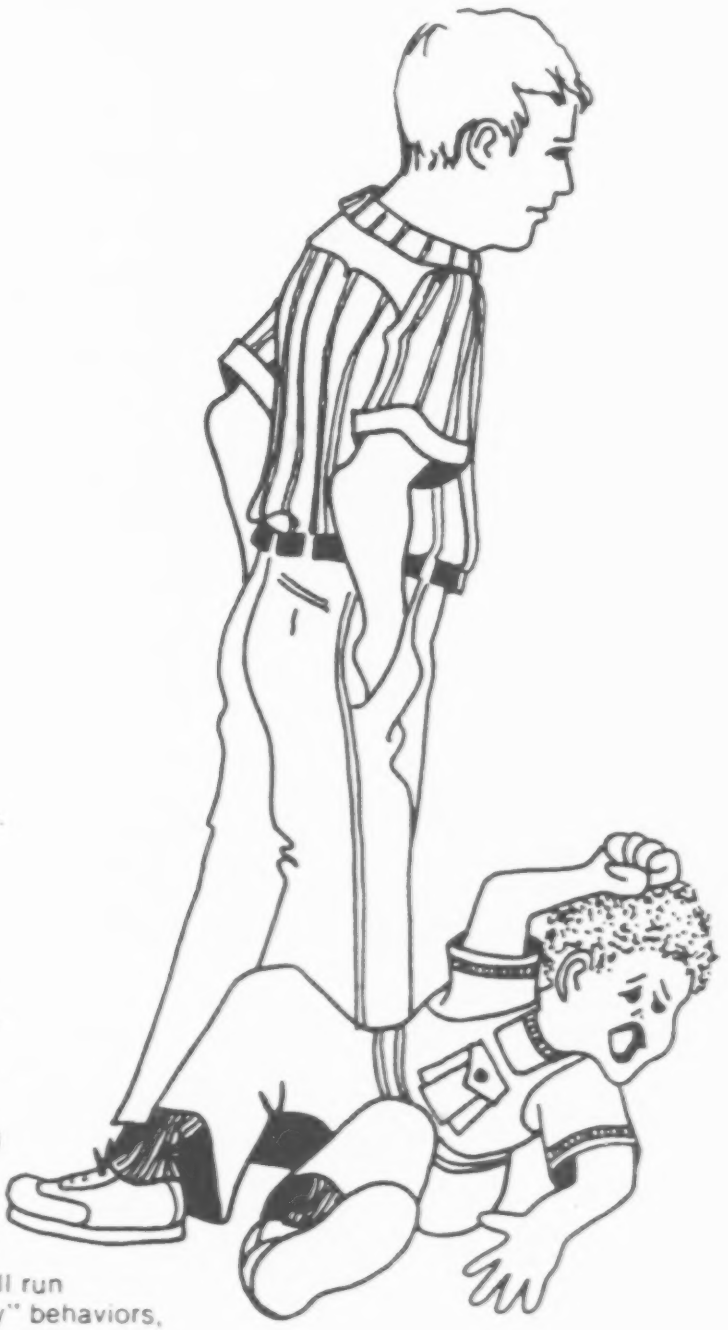
Planned Ignoring



"Why doesn't she notice me? Maybe I'll do it louder. Nope, she still doesn't turn around . . . forget it!"

Planned ignoring is a common behavioral technique used in many management systems. It is the practice of the parent or teacher not tuning in to a behavior designed to "get your goat." The student banging on the table to gain attention quickly tires of the activity when no one appears to notice.

In many cases a child will run through a repertoire of "crummy" behaviors, discarding one and attempting another, to get the desired result—attention. When attention is withheld, the child may eventually give up and settle down. Planned ignoring is followed up by giving positive attention when the child eventually conforms.

Nonverbal Signals

In some situations and with some children, parents and teachers can interrupt and discourage a behavior by using a nonverbal signal. Parents as well as teachers are masters at creating signals that communicate messages of disapproval. We all have stares, frowns, finger snaps, body postures, hand gestures, and coughs that clue the recipient in to our displeasure at what he or she is doing. Such nonverbal strategies communicate, "I know what you're doing, and it is unacceptable."

This preventive technique is often most effective if used at the beginning stages of misbehavior and can be effective both with individual children as well as groups.

In stark contrast to the previously described method of ignoring inappropriate behavior, this strategy is one of recognizing and interfering with the behavior by using a nonverbal cue.

Listed below are some possible signals for consideration.

1. Eye Contact
   a) Redirecting child by indicating through eye contact where he or she is supposed to be
   b) Staring to alert child that behavior is inappropriate
   c) Frowning to indicate displeasure
   d) Using questioning look to ask child if he or she is doing work

2. Startle Techniques
   a) Snapping fingers
   b) Tapping table in front of child
   c) Clapping hands
   d) Making any other loud, startling noise

Note: These techniques should not be overused as they tend to excite children, and must be accompanied by a quiet voice explaining to the child what he or she is supposed to be doing.

3. Posturing
   a) Placing hands on hips
   b) Quickly rising from sitting position
   c) Raising hand to indicate attention
   d) Crossing arms over chest
   e) Pointing to where child is supposed to be
   f) Pointing to what child is supposed to be doing

Proximity Control

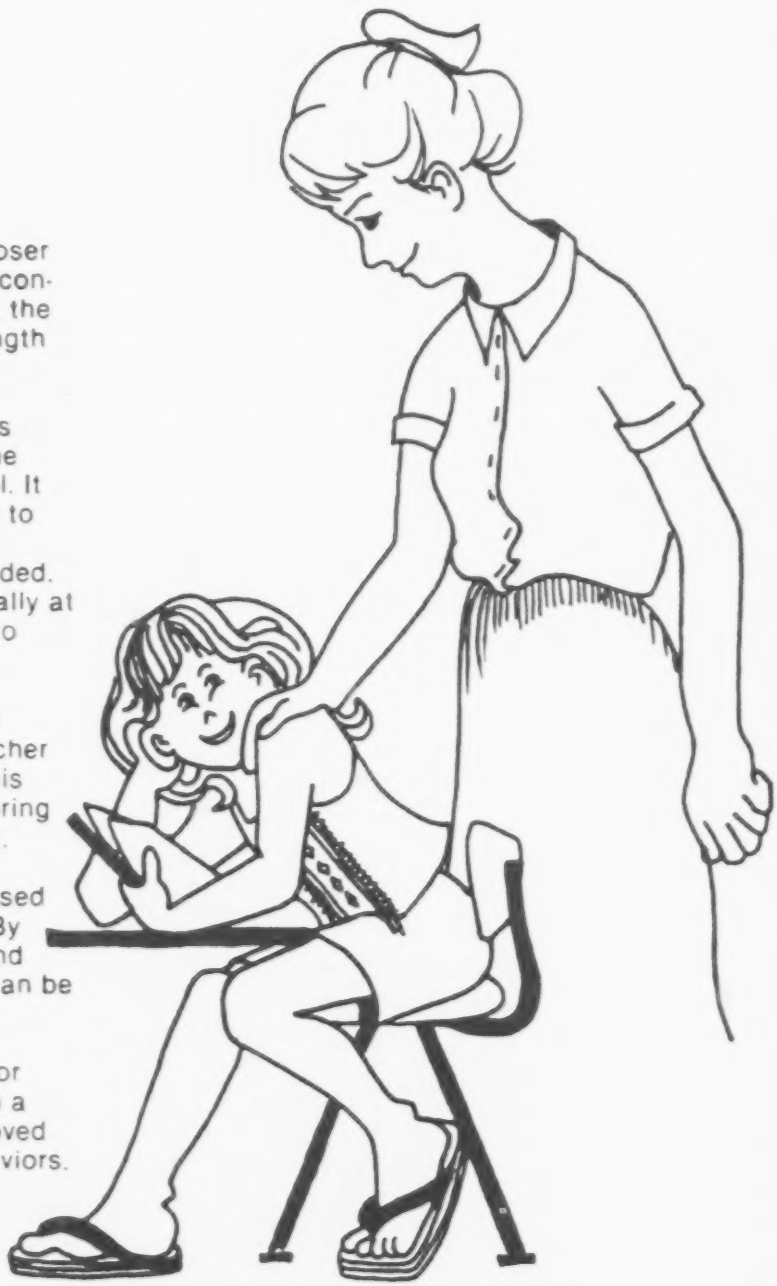
Proximity control is simply moving closer to a child who appears to be having trouble controlling his or her impulses. In this situation, the parent or teacher becomes a source of strength and protection to the child.

When teaching small groups, teachers automatically position themselves next to the fidgety child so as to be available for control. It then becomes an unobtrusive follow-up step to quietly place a firm hand on the child's arm, knee, or shoulder if additional control is needed. Parents likewise place themselves strategically at the dinner table and other group situations to avoid disruptions.

With some children, proximity control needs to be reversed, with the parent or teacher moving away from the "acting out" child. This technique is then coupled with planned ignoring to remove any source of adult reinforcement.

Likewise, peers and siblings can be used effectively as vehicles in proximity control. By removing the child from social interaction and peer reinforcement, inappropriate behavior can be decreased.

In some instances, a particular child or sibling may have a "calming" effect. In such a situation, the two young people could be moved in closer proximity to build appropriate behaviors.



Interest Boosting

Interest boosting is simply that! When a child's interest in an activity begins to wane and the chance for off-task behavior increases, the teacher or parent may prevent problems by giving the activity "a shot in the arm." If the adult will focus attention on the child and what he or she is doing, in many cases the child will show renewed interest.

Being sensitive to the interest and frustration level of the child will give the teacher a gauge for knowing when to offer assistance and/or reinforcement.

In addition, making slight changes in an activity or adding an additional element to a task may make it more exciting. For example, a child who has successfully put pegs in a pegboard for five minutes may continue the activity if the task is changed slightly to duplicating a pattern on the pegboard.

In summary, the parent or teacher may prevent boredom or misbehavior by being sensitive to the child's need for reinforcement, helping the child over a troublesome hurdle, or altering an activity.

"Quiet Time Quiet Place"

When a student's behavior reaches a point where verbal controls do not appear to be working, a parent or teacher may effectively avoid an outburst by offering a quiet time in a quiet place, a non-punishment time-out alternative. Designating one area of the room as a retreat in which to collect oneself is a way to do this.

Some suggested "quiet places" are listed below. It is advised that such a place be used as a "get control of myself" area and not duplicate its function as a punishment area. Obviously, there may be times when a child will need to be timed out as a result of inappropriate behavior but such procedure and space should be separate. For directing a student to a quiet space, the verbal direction of "It's time to go to your quiet space" accompanied by necessary physical assistance, such as arm around shoulder, is suggested. The time spent in the "quiet space" will vary depending on the need of the individual student.

Suggested quiet places

Home:

- bottom step in main hallway
- sofa in non-occupied room
- hallway
- kitchen table
- front steps of house
- bedroom (not to be used as a punishment)
- any place where atmosphere is pleasant but stimulation is limited

Classroom:

- quiet corner with pillows
- rocking chair
- sitting area with sofa, chairs
- outside, e.g., to go for a walk
- outside classroom, e.g., to get drink of water
- carrel or built cubby
- any place where atmosphere is pleasant but stimulation is limited

Separating Agitators

"Give Tony back his coat."
"Keep your hands to yourself."
"Now *you* sit in *this* chair and *you* sit in *this* chair, and don't move."

Whether we call it sibling rivalry or classroom conflicts, we all recognize those times of the day, those groups of children, or those activities that breed agitation and irritability.

One common technique that is utilized in reducing friction and avoiding full-scale battle is that of merely separating students who are troubling one another.

When assigning students to centers in the classroom or arranging play activities for siblings at home, it is wise to consider the blend of personality and behavior that will be achieved. For those children who have difficulty interacting, social skills and development of cooperation can be broken into small steps and taught systematically. Less interactive activities such as listening to a story offer a starting place for children to begin tolerating each other. From there activities can be planned which gradually decrease the teacher's or parents' role and increase the childrens' independence in playing and interacting.

Removing Seductive Objects

"Put that down."
"Close the cupboard."
"I told you not to touch that!"
Ahhh!

How often we repeat over and over the same directions and corrections. The technique of removing seductive objects follows very closely with the previous strategy, "Changing the Environment," but pertains more specifically to objects.

Because some expensive, dangerous and/or breakable objects, materials, and equipment seem to have a magnetic appeal for children, parents and teachers need to evaluate the usefulness of removing these objects from the immediate environment. Again, it is not the intention of this suggestion to advocate denuding the location but merely to encourage parents and teachers to control the use and appreciation of appealing items.

Gradually then, parents can reintroduce seductive items in a structured manner offering an opportunity for proper instruction. Benefitting from this systematic approach, the child can build self-control as well as skills for effectively using these materials.

If it is impossible to remove certain items that are causing difficulty, such as a television or stereo system from the environment, a formal behavior management program may need to be devised with built-in positive consequences and control measures.

PARENTS' CHOICES

Raising Children The Best Way

10 choices to help
build desirable behaviors
in children
by Esther Sias

Illustrations
by Lydia Reynolds

PARENTS' CHOICES

Raising Children The Best Way

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PREFACE

Is there a best way for raising children?

Just ask! Then stand back and listen! After listening to one "best" way and then another, one is left wondering who is right.

The answer is, there are many good ways but no One Best Way for raising children. The best way to raise any one child can only be determined by the family and what works for them.

To start, parents may realize that they tend to raise children the way they themselves were raised. Knowing this, they can look at the good things their parents and grandparents did — and consider some alternatives for the things they DON'T want to repeat!

To make wise choices, parents must know some workable options. This book suggests some ways parents can teach good behavior — ways that can also be used to deal with misbehavior when it occurs. Much of this book's contents will only be reminders of workable ways parents already know. The suggestions can be used with children at any age; they are designed to let children know what is expected of them.

This booklet sumarizes some parent-proven choices. The selection and use is up to the reader — PARENT'S CHOICE!

2 SEE CHILDREN DOING GOOD

Which is easier to see – good behavior or misbehavior?

When adults CHOOSE to pay more attention to the things children do GOOD and less to what they do BAD, more good gets done.

CHOICE NO. 1 — CHOOSE TO SEE CHILDREN DOING GOOD!

Looking for good behavior doesn't come naturally! To start, look for little things which are often taken for granted .. combed hair, taking dishes off the table.To think that an adult CHOOSES to see achild doing good does the child good!

Letting children know what behavior is liked encourages good behavior. Good behavior is more likely to be repeated or continued when approval is shown with:

1. **Body language — smiles, nods, special signs**
2. **Physical contact — pats, hugs, handshakes**
3. **Words of encouragement — "I KNOW you can do it."**

Much misbehavior can be ignored. While ignoring the bad behavior, let the child know what behavior you would like. As soon as the child begins the right behavior, CHOOSE TO SEE HIM OR HER DOING GOOD

WHAT THEY SEE
IS WHAT YOU GET.

4. **BE A GOOD MODEL**

Which speaks louder, action or words?

What parents DO speaks louder to their children than what they SAY.

CHOICE NO. 2 — CHOOSE TO BE A GOOD MODEL!

Parents can show children how to behave by taking time to play and work with them. By playing games like bingo and checkers, parents model good sportsmanship and teach children to follow rules.

Parents also help their children by finding for them playmates who can be models of good behavior (most of the time!) Parents should choose to take a more active role in screening the models presented to their children on TV — children model TV characters.

The older the child, the more he or she wants to be like models outside the home — teachers, friends, other heroes. Parents have less control over the older child's choices of models, but can help make better ones more available.

The time to influence children is NOW.

Is home where love rules?

No home can run smoothly without rules . . . and no rules run smoothly without love! Homes need GOOD rules — those that suit the family.

CHOICE NO. 3 — CHOOSE TO USE RULES.

Let family members offer suggestions for rules — ones which will apply to all members, parents as well as children. The purpose of a rule is to keep a home running smoothly and let all members know what is expected. A **good** rule keeps family members **out** of trouble. Stating rules in terms of WHAT TO DO, rather than what **not** to do, lets everyone know what is expected.

When children are old enough to reason (sooner than many realize), rules can be developed by the whole family. Once agreed upon, rules must be kept by parents as well as children.

With older children, rules are more effective as a written contract or mutual agreement. When making rules, try to:

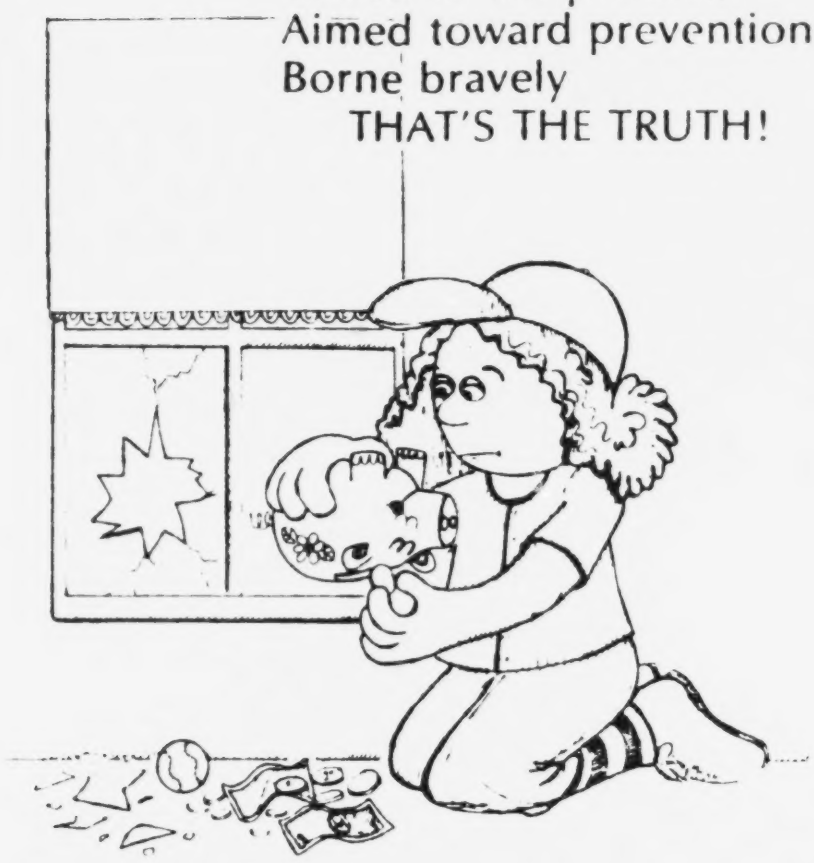
1. **State rules positively — say WHAT TO DO**
2. **Keep rules short**
3. **Make only a few rules**

It pays to write rules down and post them as a reminder to both children and parents. Much misbehavior can be changed by simply reminding of a rule.

GOOD RULES:
Say WHAT TO DO
Are short
Are few

USE RULES 7

CONSEQUENCES should be:
Suited to the problem
Aimed toward prevention
Borne bravely
THAT'S THE TRUTH!



8 BE FIRM, KIND, CONSISTENT

Should a rule ALWAYS be carried out?

Once a rule is made it should be kept firmly, kindly, and ALWAYS. This lets children know that the same things are expected of them yesterday, today, and tomorrow.

CHOICE NO. 4 -- CHOOSE TO BE FIRM, KIND, AND CONSISTENT.

What it a rule is broken? It helps to have a plan of action. When children help to make a rule, they can also help decide the consequence for breaking it.

What is the best punishments Taking the natural consequences. What is the best teacher? (Experience!) Whenever possible - as long as child doesn't get hurt — parents should let children take the natural consequences. For example, child bats ball into living room window and has to work to earn money to pay for window. Experience is more effective than punishment, because it is closer to real lite. Sometimes acting without thinking brings unpleasant results.

When punisment is necessary:

1. Suit punishment to the "crime"
2. Aim to prevent behavior from happening again
3. Administer punishment without threatening or lecturing

What it a rule doesn't work? It it has been given a good chance, the family might agree to toss it out.

10 **SAY NO POSITIVELY**

Should parents say "NO"?

Positively, yes! Parents often need to say **no**. But, **no** can be said in a positive way that tells a child WHAT TO DO instead of what not to do. A positive **no** builds better behavior.

CHOICE NO. 5 — CHOOSE TO SAY "NO" POSITIVELY.

To say **no** positively:

1. **Say what the child IS TO DO**
2. **Wait quietly**
3. **Approve good behavior as soon as it begins**

If you want a child to stop running in the house, say, "Walk in the house." Say it as pleasantly as you can and still change the behavior. If that doesn't work, use a firmer tone of voice and a stronger WHAT TO DO. Often, reminding of a family rule helps — "The rule is to **walk in the house**!" As soon as the good behavior begins, give approval — "I like the way you are walking quietly."

A positive **no**, saying WHAT TO DO, is the pleasant way to change undesirable behavior into desirable behavior.

Should parents make demands or requests?

Are there times when parents must demand obedience — no *if*'s, no *and*'s, no *maybe*'s? Yes. Part of desirable behavior is being willing to obey; however, most demands are better received when stated as requests.

CHOICE NO. 6 — CHOOSE TO MAKE EFFECTIVE REQUESTS.

The first step in getting obedience is getting across to a child that he or she is liked. Then requests — and even occasional demands — will be heard and heeded.

How to see that requests are met? *Make only requests which you are willing to follow through.* Make requests that the child understands, and is able to carry out. (Be willing to show how to do the task, if needed.) State requests to a child with the same respect shown to your friends. Make fair requests — those that don't infringe upon the rights of the child.

Requests should require no bribe, no promise of reward ("If you do this, I'll give you a cookie"). Sometimes physical help, such as a gentle steering in the right direction, may be needed to get action started. Be willing to repeat a request — **firmly**. Offer encouragement — say nothing else.

CALLING THE PLAY
"TACKLE THE GARBAGE!"

GIVE CHOICES

14 "My mother said to choose this one . . ."

Should children be **given** *their own way?*

How will children learn to be responsible for their own actions if they never get their own way? If they never get to make decisions? Parents can't **teach** responsibility to a child. Responsibility must be **given** if the child is to learn how to handle it.

CHOICE NO. 7 — CHOOSE TO GIVE CHOICES.

At first, parents may offer one of two **acceptable choices**. "Do you want to set the table, or help clean up later?" This way, the parent — and the child — can feel good about either choice.

Later, giving more choices allows more **freedom of decision**. Gradually, children learn to think of several possible answers of their own and then to select one. Allowing children to make decisions does not shut out parental advice. Parents can discuss what might be done without saying what must be done. The child then makes the selection and takes any consequences of having his or her own way.

Allowing children to make as many decisions as possible provides two tools for successful living: self-confidence and independence. Wise parents express confidence ("I'm sure you can handle it ") and therefore encourage children to make decisions within their range of abilities.

16 **USE PROBLEM-SOLVING**

Is Understanding the problem a part of the answer?

Often, arriving at **an** answer is easier than understanding **the** problem! Getting to the **real** problem can take time and effort, however, learning to solve problems together can provide answers to much parent-child conflict.

CHOICE NO. 8 — CHOOSE TO USE PROBLEM-SOLVING.

Here is how problem-solving can be put to work:

First, name the problem. Say what you **think** the problem is, and how it affects you. Then, try saying what you think the other side of the problem might be. If you don't know the other side, ask. Listen carefully.

Secondly, agree to think of all possible solutions. The rule is that no one will criticize any suggestion. If possible, write each suggestion down, then go over them, ruling out those that won't work and those that are not acceptable to both of you.

Third, reach agreement. This may take some talking, but the plan is more likely to be carried out if you both agree.

Fourth, try out the solution. If it works, great! If it doesn't work, try the problem-solving steps again, arriving at a different solution.

Problem-solving is "putting heads together to solve a puzzle." Parents are often amazed how quickly children learn to negotiate and reach agreement.

What is communication – talking or listening?

Communication is talking AND listening! It is sharing thoughts and feelings. Communication is "talking and sharing, listening and caring!"

CHOICE NO. 9 — CHOOSE TO COMMUNICATE — WITH LOVE.

When parents **act** like they love their children, then children are more willing to talk AND listen to parents. Love is shown through loving eye contact (looking at child when speaking — or being spoken to), through physical contact, and through taking time to talk with each child — alone.

When parents **talk**, they can help communicate by listening to their own words. Are the words on the child's level? Is the message clear, or is it hidden in sarcasm, threats, or demands? Is "What?" ("What did you do?") used to get meaningful answers?(How many "Why?" questions can adults answer?)

When parents **listen**, hearing what children are **really** saying creates understanding. Restating what is heard ("You say you are happy about . . .", "The rule is unfair because . . .") shows the parent is making an effort to see the child's view. This makes advice (when it must be given) seem more reasonable.

When talking — and listening to children

1. **Be attentive (look at the person speaking)**
2. **Use words that are easily understood**
3. **Listen for what is *really* being said**

Talking is sharing;
Listening is caring

COMMUNICATE — WITH LOVE 19

Encourage me to do good,
. . . but love me
for what I am

20 **USE POSITIVE REWARDS**

Will love "pay off"?

Everyone likes being rewarded for doing a good job, and children are no exception. Positive "payoffs" (rewards instead of punishments) can help children see the value of good behavior.

CHOICE NO. 10 — CHOOSE TO USE POSITIVE REWARDS.

Payoffs, or rewards, are best saved for problems that can be seen or heard. They must be wanted by the child, reasonable to earn, given immediately (child makes bed — receives hug), and not too costly for the parent.

Smiles, pats, and words of appreciation are economical and may be used generously — daily! Stars, money, foods are more costly and require more consistent attention. Use these sparingly to get a desirable behavior started. Accompany material payoffs with verbal appreciation.

The "when-then" principle has its own built-in payoff — "When you empty the trash, then you may play ball." Be sure the "then" is something the child desires to do.

With all payoffs or rewards, try to:

1. **Reward behaviors you want; ignore those you don't want**
2. **Recognize small steps toward the desired behavior**
3. **Reward immediately**

When children are loved for what they are instead of for what they should be, when rewards are given as encouragement for trying to do good, then love will "pay off"!

21

1. *Which is easier to see – good behavior or misbehavior?*
   CHOICE NO. 1 — CHOOSE TO SEE CHILDREN DOING GOOD!

2. *Which speaks louder, action or words?*
   CHOICE NO. 2 — CHOOSE TO BE A GOOD MODEL.

3. *Is home where love rules?*
   CHOICE NO. 3 — CHOOSE TO USE RULES.

4. *Should a rule ALWAYS be carried out?*
   CHOICE NO. 4 — CHOOSE TO BE FIRM, KIND AND CONSISTENT.

5. *Should parents say "NO"?*
   CHOICE NO. 5 — CHOOSE TO SAY NO POSITIVELY.

6. *Should parents make demands or requests?*
   CHOICE NO. 6 — CHOOSE TO MAKE EFFECTIVE REQUESTS.

7. *Should children be given their own way?*
   CHOICE NO. 7 — CHOOSE TO GIVE CHOICES.

8. *Is understanding the problem a part of the answer?*
   CHOICE NO. 8 — CHOOSE TO USE PROBLEM-SOLVING.

9. *What is communication – talking or listening?*
   CHOICE NO. 9 — CHOOSE TO COMMUNICATE — WITH LOVE.

10. *Will love "pay off"?*
    CHOICE NO. 10 — CHOOSE TO USE POSITIVE REWARDS.

Figure 13:
Example Privileges

Basic Privileges

SNACKS, DESSERTS
TELEPHONE
TELEVISION
RADIO
PHONOGRAPH
STAYING UP FOR ONE-HALF HOUR BEYOND BEDTIME
YARD PRIVILEGES

Special Privileges

VISITING FRIENDS HOUSE
HAVING FRIEND COME OVER
SPENDING NIGHT AT FRIEND'S HOUSE
HAVING FRIEND SPEND NIGHT
BIKE RIDING
ALLOWANCE
SCHOOL SPORTS EVENTS (BASKETBALL GAMES, FOOTBALL GAMES)
STAYING AFTER SCHOOL FOR PRACTICE (THIS MUST BE WORKED OUT WITH THE COACH)
GOING FISHING
GOING SHOPPING
SPECIAL MEAL OF STUDENT'S CHOICE
CAMPING
PRIVILEGE TO GO TO WORK (THIS MUST BE WORKED OUT WITH EMPLOYER)

(OVER)

ARE YOU A PARENT WHO WOULD:

YES	NO	
		1. Ask for your child's test results?
		2. Ask to see school records?
		3. Attend the Appraisal and Review Committee Meeting?
		4. Attend the IEP Conference?
		5. Attend school progress conferences?
		6. Request a conference?
		7. Recommend curriculum content to the teacher?
		8. Recommend disciplinary procedures to the teacher?
		9. Ask the teacher what you can do to help your child at home?
		10. Take notes in a conference?
		11. Bring another person to a conference?
		12. Question the teacher's instructional plan for your child?
		13. Tell the teacher when things are going well?
		14. Tell the teacher when there is a problem?
		15. Trust the teacher?
		16. Ask to visit your child's classroom?
		17. Send notes of appreciation to school personnel?
		18. Attend PTA or other school/parent association meetings?
		19. Attend a parent workshop or training session?
		20. Run or help run a parent meeting or group?

PARENTS AS VOLUNTEERS

* THE CLASSROOM
* AUDIO-VISUAL ASSISTANT
* AIDING SCHOOL COUNSELOR
* OFFICE ASSISTANT
* SCHOOL HOSPITALITY
* DEPARTMENTAL AIDE
* LIBRARY ASSISTANT
* TESTING SERVICE
* TALENT ENRICHMENT
* SCHOOL SECURITY
* AFTER SCHOOL AIDE
* RESOURCE ROOM AIDE
* FIELD TRIP ASSISTANT
* PLAYGROUND AIDE
* READING TEACHER ASSISTANT
* ATTENDANCE AIDE
* THEME READER
* HEALTH CLINIC AIDE
* LABORATORY TECHNICIAN
* EMERGENCY AIDE ASSISTANT

TURNBULL & TURNBULL

1. WHAT SKILLS WOULD YOU LIKE YOUR CHILD TO LEARN?
2. ARE THERE PROBLEMS WITH YOUR CHILD'S HOME ADJUSTMENT THAT COULD BE HELPED BY WORK AT SCHOOL?
3. WHAT ARE CHILD'S LIKES AND DISLIKES?
4. HAS CHILD EXPRESSED CAREER INTERESTS?
5. WHAT TYPES OF PEER RELATIONSHIPS DOES YOUR CHILD HAVE IN THE NEIGHBORHOOD?
6. WHAT ARE CHILD'S HOBBIES, WHAT DOES HE SPEND TIME DOING ENJOYABLY?
7. WHAT DOES CHILD CONSIDER SPECIAL PRIVILEGES OR PUNISHMENT?
8. WHAT TYPE OF CONTACT WOULD YOU LIKE TO HAVE WITH THE TEACHER?
9. ARE YOU INTERESTED IN FOLLOWING UP ON SCHOOL ACTIVITIES AT HOME?
10. WHEN YOU HAVE QUESTIONS, WHAT IS MOST CONVENIENT WAY FOR YOU TO INFORM TEACHER OR SOMEONE ELSE AT SCHOOL?

CHILD INFORMATION FROM PARENTS

1. What does the child do in his spare time?

2. What does the child do right after school? In the evenings? On weekends? During Vacation?

3. With whom does the child play? With siblings, or neighborhood children?

4. What clubs or organizations does the child belong to?

5. What hobbies does the child pursue?

6. What special lessons does the child take?

7. What tools or playthings are most frequently used by the child?

8. Does the child earn an allowance? How much? How is it earned? What does he or she do with the money?

9. Does the child watch TV? How much time is spent watching TV? What are the favorite programs?

ON BEING AN ACTIVE PARENT

INFORMATION TO SHARE WITH THE TEACHERS:

1. CHANGES AROUND HOME
2. CHILD'S ATTITUDE TOWARD SCHOOL
3. CHILD'S DISLIKE
4. CHILD'S FAVORITE THINGS TO DO, ETC.
5. CHILD'S HABITS, ETC.
6. GENERAL

QUESTIONS TO ASK THE TEACHER/OTHER SCHOOL PERSONNEL:

1. SCHOOLWORK
2. SOCIAL
3. HEALTH (MEDICATION, SIZE, WEIGHT)
4. GENERAL (TRANSPORTATION, CAFETERIA, HOME, ETC.)

SUGGESTIONS ABOUT THE CHILD'S EDUCATION PROGRAM:

1. ACADEMIC AREAS
2. SOCIAL AREAS
3. WAYS CHILD LEARNS BEST
4. SPECIAL SERVICES THAT WOULD HELP

PARENTS ARE VERY IMPORTANT PEOPLE...

You Know Your Child Better Than Anyone Else!

YOU HAVE AN IMPORTANT ROLE IN PLANNING YOUR CHILD'S EDUCATION. AS A PARENT, YOU ARE A MEMBER OF A TEAM RESPONSIBLE FOR PLANNING YOUR CHILD'S INDIVIDUALIZED EDUCATION PROGRAM or IEP.

WHAT Is An IEP?

An IEP is a plan written by a team of people that states what will be provided for your child at school.
The plan will include:

- What your child has accomplished to date in school
- What your child will accomplish by the end of school year
- Services that will be provided for your child
- Who will work with your child
- Where and when services will be provided
- A plan to evaluate your child's progress

WHO SHOULD BE AT THE MEETING TO WRITE THE IEP?

- YOU
- Your child's teacher(s)
- School administrator
- Testing evaluator
  (if this is the first time your child has been tested)
- And, if appropriate:
  your child, a counselor, a nurse, a speech therapist, an occupational therapist, a social worker and even a personal friend.

WHAT HAPPENS AT THE MEETING TO WRITE THE IEP?

You and other members of the team share information about your child's needs. Using this information, the team writes year long goals and short term objectives. These are the team's best estimate of what your child will accomplish. The team then lists the services and personnel that will help your child reach these goals and objectives.

HOW OFTEN DOES THE TEAM MEET?

AFTER the team writes the IEP, they must meet at least once a year to review it.

WHERE ARE THE MEETINGS HELD?

The meetings are usually held at school, but arrangements may be made to meet somewhere else, such as your home.

Midwest Regional Resource Center,
Drake University, Des Moines, Iowa 50311

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Goals Reference List

The following is a list of subtopics frequently included in annual goals. It may provide a reference for you as you write annual goals for IEPs.

Motor Skills:
- Gross Motor
- Fine Motor
- Locomotion

Self Help-Personal Skills:
- Toileting
- Feeding
- Drinking
- Grooming
- Dressing

Perceptual Skills:
- Sensory Perception
- Left-Right
- Auditory Perception
- Visual Perception

Pre-Academic Skills:
- Names of Common Objects
- Numbers
- Letters (Names/Sounds)
- Colors
- Shapes

GOALS REFERENCE LIST (PAGE 2)

LANGUAGE AND SPEECH SKILLS:
- RECEPTIVE LANGUAGE
  - VOCABULARY
  - LISTENING COMPREHENSION
- EXPRESSIVE LANGUAGE
  - SINGLE WORDS (VOCABULARY)
  - SENTENCES
- NONVERBAL COMMUNICATION
  - SIGNING
  - SYMBOL SYSTEMS
- SPEECH
  - ARTICULATION
  - VOICE

SOCIAL SKILLS:
- SELF-IDENTIFICATION
- SELF-CONCEPT
- SELF-CONTROL
- SOCIAL CONVERSATION
- INTERPERSONAL RELATIONS

READING SKILLS:
- PHONICS-WORD ATTACK-DECODING
- VOCABULARY
  - SELECTED WORD LISTS
  - SURVIVAL VOCABULARY
  - SIGHT WORDS
- FLUENCY
- COMPREHENSION

Goals Reference List (Page 3)

Writing Skills:

- HANDWRITING
  - MANUSCRIPT
  - CURSIVE
- CAPITALIZATION-PUNCTUATION
- SIMPLE SENTENCES
- PARAGRAPHS
- CREATIVE WRITING
- REPORTS - STORIES
- LETTER WRITING

Spelling Skills:

- SIGHT WORDS
- PHONETICALLY REGULAR WORDS
- WORD PATTERNS - FAMILIES
- WORDS IN CONTEXT

Study Skills:

- OUTLINING - TAKING NOTES
- DICTIONARY SKILLS
- REFERENCE SKILLS
- LIBRARY SKILLS

GOALS REFERENCE LIST (PAGE 4)

MATH SKILLS:

- NUMBERS (READING, WRITING, COUNTING)
- NUMBER - OBJECT CORRESPONDENCE
- BASIC FACTS (ADD., SUBT., MULT., DIV.)
- COMPUTATION WITH/WITHOUT REGROUPING
  - (ADD., SUBT., MULT., DIV.)
- FRACTIONS
- DECIMALS - PERCENTS
- CHARTS/GRAPHS
- GEOMETRY
- ALGEBRA
- MEASUREMENT
  - TIME - MONEY
  - DISTANCE - WEIGHT
- WORD/STORY PROBLEMS

SCHOOL SKILLS:

- FOLLOWING DIRECTIONS
- SCHOOL ATTENDANCE
- START TASKS, STAY ON TASKS, COMPLETE TASKS
- RELATIONSHIPS WITH AUTHORITY FIGURES

CONSUMER SKILLS:

- BUDGETING
- BANKING
- INSURANCE
- PERMITS - LICENSES
- LIVING SPACE (APT., HOUSE, ETC.)
  - LOCATING - LEASING - BUYING
- SHOPPING
- GETTING INFORMATION
- ADS

GOALS REFERENCE LIST (PAGE 5)

INDEPENDENT LIVING SKILLS:

- HOME MANAGEMENT
- TELEPHONE SKILLS
- TRANSPORTATION
- LAUNDRY
- FOOD MANAGEMENT
- EMERGENCY - SAFETY
- CHILD CARE

VOCATIONAL SKILLS:

- CAREER AWARENESS
- JOB INTERVIEW - APPLICATION SKILLS
- SPECIFIC JOB/CAREER SKILLS
  - CLERICAL, VOC/AG, MECHANICS, RETAIL, ETC.

LEISURE SKILLS:

- INDIVIDUAL HOBBIES
- TEAM SPORTS
- ORGANIZATIONS AND CLUBS
- RESTAURANTS - CAFES
- THEATERS - MOVIES

Appendix I

Attendance Data for Urban and Rural Sites

Site 1: URBAN

Trainer	Position	# of Parents Invited	# Attending Parent Group	Handicapping Condition of Children	Level
Teacher	Trainable Mentally Retarded	13	7, 4, 8, 5	Trainable Mentally Retarded	Elementary
Teacher	Trainable Mentally Retarded	18	5, 2, 2, 2	Trainable Mentally Retarded	Elementary
Teacher	Emotionally Disturbed	8	5, 1, 1, 1	Emotionally Disturbed	Secondary
Behavior Specialist	Noncategorical	18	2, 2, 0, 2	Emotionally Disburbed	Elementary
Teacher	Visually Impaired	17	8, 4, 8, 8	Visually Impaired	Elementary/ Secondary
Parent	Association for Retarded Citizens	69	0, 0, 0, 1	Educable Mentally Retarded	Elementary
Parent	Association for Retarded Citizens	--			
Parent	Association for Retarded Citizens	76	1, 0, 0, 0	Educable Mentally Retarded	Elementary
Parent	Special Education Advisory Board	--			
Community Person	Mental Retardation Governing Board	59	11, 10, 5, 12	Trainable Mentally Retarded	Secondary
Community Person	Sheltered Workshop Staff	--			
Community Person	Sheltered Workshop Staff	--			
Community Person	Auxilliary Member Volunteer	16	5, 2, 11, 6	Emotionally Disturbed	Secondary

Number of Families Invited = 294
Number of Schools Involved = 16
Number in Control Group = 43
Number of Workshops Held = 36
Number of Trainers = 13

JR/SE00/7

Site 2: RURAL

Trainer	Position	# of Parents Invited	# Attending Parent Group	Handicapping Condition of Children	Level
Teacher	School Psychologist	23	0, 0, 0, 0	Learning Disabled	Secondary
Teacher	Hearing Impaired	18	0, 0, 0, 0	Hearing Impaired/Speech	Elementary/ Secondary
Parent/ Teacher	Learning Disabled	33	1, 1, 2, 2	Learning Disabled	Elementary
Parent	Association for Retarded Citizens	8	3, 8, 6, 6	Educable Mentally Retarded	Elementary
Community Person	Former Classroom Aide	10	0, 3, 2, 3	Emotionally Disturbed	Elementary/
Community Person	Sheltered Workshop Director	22	2, 3, 2, 1	Educable Mentally Retarded	Secondary
Community Person	Foster/Adoptive Parent	30	0, 0, 0, 0	Learning Disabled	Elementary
Community Person	College Student	8	0, 0, 0	Educable Mentally Retarded	Secondary

Number of Families Invited = 152
Number of Schools Involved = 9
Number in Control Group = 43
Number of Workshops Held = 31
Number of Trainers = 8

JR/SEOG

Site 3: RURAL

Trainer	Position	# of Parents Invited	# Attending Parent Group	Handicapping Condition of Children	Level
Teacher	Early Childhood	21	0, 3, 0, 0	Learning Disabled/Mentally Retarded/Emotionally Disturbed	Secondary
Teacher	Interrelated	12	5, 2, 0, 0, 0	Learning Disabled/Emotionally Disturbed	Elementary
Teacher	Interrelated	9	2, 0, 0	Learning Disabled	Elementary
Parent	Speech Impaired	12	0, 0, 1, 1	Learning Disabled	Early Childhood
Community Person	Paraprofessional	24		Learning Disabled/Mentally Retarded/Emotionally Disturbed	Secondary
Community Person	Community Outreach for Church	15	4, 4, 2, 1	Learning Disabled/Mentally Retarded/Emotionally Disturbed	Elementary
Community Person	Parent Center Staff	6	3, 0, 0, 3	Learning Disabled/Mentally Retarded/Emotionally Disturbed	Elementary/ Secondary

Number of Families Invited = 99
Number of Schools Involved = 7
Number in Control Group = 0
Number of Workshops Held = 28
Number of Trainers = 13

JR/SE00/7

Appendix J

Parental Contact Recording Form

ANNUAL TEACHER REPORT

PARENTAL CONTACT RECORDING FORM*

NOVEMBER 1983 - MAY 1984

Pupil Names	Phone Calls to Parents	Phone Calls Notes from Parents	Home Visits	Reports Sent Home	Class Observation/Participation by Parent	Parent Group Meetings	Parent Teacher Conferences or Meetings	Parent Meetings with Other School Staff	Parent Attendance at IEP

TEACHER NAME:_____ SCHOOL:_____ POSITION:_____

* Adapted from the Parent Center: Albuquerque Public Schools

Appendix K

Data Analysis Information

Data Analysis

I. Hypothesis for Effect Called: Setting

Univariate F Tests

Variable	F(1,274)	Probability
Score 1	59.514	.000
Score 2	3.131	.078

Wilks' Lambda: .820 Degrees of Freedom 2 1 274

F-Statistic: 29.915 Degrees of Freedom 2 273

Probability .000

II. Hypothesis for Effect Called: Conditions

Univariate F Tests

Variable	F(2,274)	Probability
Score 1	13.120	.000
Score 2	13.871	.000

Wilks' Lambda: .832 Degrees of Freedom 2 2 274

F-Statistic: 13.124 Degrees of Freedom 4 546

Probability .000

Theta: .102 S=2, M=-.5, N=135.5 Probability .000

III. Hypothesis for Effect Called: Setting by Condition

Univariate F Tests

Variable	F(2,274)	Probability
Score 1	11.886	.000
Score 2	2.186	.114

Wilks' Lambda: .913 Degrees of Freedom 2 2 274

F-Statistic: 6.333 Degrees of Freedom 4 546

Probability .000

Theta: .086 S=2, M=-.5, N=135.5 Probability .000

Key: Settings: Urban, Rural
Conditions: Workshop, Materials, Controls
Score 1: Indirect Contacts
Score 2: Direct Contacts

Appendix L

Parent Comments

PARENT INVOLVEMENT GRANT

RURAL

Parent Comments

What areas would you like further assistance for yourself or your child?

- regular classroom teachers need to be educated to the problems of special needs children

- possibly parent/child groups

- testing doesn't always seem accurate, I know my child could do things that were not done on the test.

- too many opinions were given to us about what the tests said then the decision on placement was decided by the director of special services

- hard to get the child tested initially

- more parenting information given in groups besides STEP

- parents need to be more included, involved in the classroom

- parents need training and materials before they are told to help with homework and home teaching

- school psychologist we worked with was not a very personal person, hard to talk to, seemed uninterested and our child didn't like working with him

- need better communication between all people working with the child in and out of the schools

- more parent involvement in the classroom, don't feel very welcome to visit the classroom during the day, in the way

- need assistance in order to teach the child at home, don't know what to do

- need help in the home with parenting and child's social skills with peers

- child needs P.T. in the school not just once a week at the hospital

- continue these small parent groups, like the information and informal format invite medical people and school personnel to be the programs for next year

- provide baby sitting, continue the small group style, like the one on one contacts with a person who has been there so to speak

- I would like to see my child spend time with regular education children

- schedule I.E.P.'s in the evening hours so working fathers or mothers can attend

- better communication more often between home and school

- more understandable medical information

- simplier communication between parents and school, they use a lot of words and abbreviations I don't know what they mean

- materials the CO-OP sends out are too hard to understand so I just don't read any of them any more

- would like to meet parent's who have children with a similar problem like my child but don't know how to find them

- want to know the MEANING of the law specifically what it means here in this school district for my child

- what services are available in the county both through the school and community?

- what will happen to my child after school age?

- need to tune in more to how the physical problems from the handicap may cause school problems, like medication making the child too sleepy to learn

- I.E.P. process, don't understand any of it so how can I be a part of it?

- regular school officials like the principal and teachers have been a big help to me, don't think I've ever met the director of special services

- don't understand what my child can and cannot do or what the condition means in terms of learning, everyone tries to be too nice by not really saying what is wrong. Everyone glosses over or avoids answering direct questions.

- feel at odds with the school system, powerless to make any changes this late in the child's school life (high school junior)

- burned out from trying so I don't attend any meetings anymore. No one listened to me anyway

- parents don't count. We are just suppose to sit and agree with them so why go?

- teachers don't feel we are smart or have any good ideas

- it is like everything our child gets is a gift and we are suppose to be very happy to have it and not ask for anything more even if we think there should be more

- I'm always treated very nicely but I don't think anyone listens to what I say

- parents don't count

- I paid my taxes, my TMH child should be at the high school

- don't attend things sponsored by the CO-OP because I don't like them

- need help understanding the L.D. program

- IEP's fit the special teacher but not the regular teacher so my child doesn't really get help in the regular classroom

- regular ed teacher doesn't know how to work with my child, says she doesn't have time to give extra help

- feel like I have to fight for everything my child needs

- no tie in between special teacher and regular teacher

- no regular education people read the child's file or if they do they don't take into account the condition or the special needs in planning the regular program

- I hate going into the school because I have had so many problems there so you really can't help me

- child was identified 7 years ago as L.D. but never has anyone explained to me what that really means or directed me to people that could help

- we were always made to feel that if we worked harder at home with the child the problem would go away. I don't feel like this is true.

- don't get a straight story at the school. How do we get past run arounds?

- Our I.E.P. goals have been identical for the last five years

- never realized I could be part of the decision making process

- (newly identified child) Teacher gave me a pamphlet to read about L.D. but it sure didn't answer my questions. Now where do I get more information?

- teacher asked me to help with homework but I don't know how to teach. We all just get mad at each other. I don't know what he can and cannot do.

- I.E.P. conferences, I had no idea what we were writing out

- I.E.P. writing, I was told to come sign some forms so my child could be in the program. When I got there all these people were writing things called objectives. I didn't know what was expected of me. They asked for comments but I was afraid to say anything. It would look dumb.

- people at the conference had their own language, all the people talked together and we felt like outsiders while they talked about us

- help parents to feel more part of the meeting

- ask parents when would be a good time to come in instead of sending them a paper with a time and a number to call if it isn't good

- who does what? what do they do?

- my child is not handicapped! He only gets help one hour a week for school stuff

- don't know what questions to ask

- parent rights???? just thought we took what the school gave us, what they said they had for our child

- same continued assistance

- concentration

- phonic's, spelling, reading

- art, science, math

- reading

JR/SE00/6

PARENT INVOLVEMENT GRANT

URBAN

Parent Comments

What areas would you like further assistance for yourself or your child?

- speech, minding
- self-help, speech
- counting #s, and learning colors better/better speech development
- communication with others
- I like the school plan and would like to be kept informed in how I can help him at home further. I will cooperate in any way I can.
- self-help skills
- reading, math, swimming
- reading--it's so important to be able to read, writing
- would like for him to read books by himself
- none
- I would appreciate it very much in the same like manner
- I think she still needs one to one basics with her school work next year
- reading, writing
- English, social studies, math
- still need more progress with social interaction (on child's part)
- I would like him to have further assistance in reading
- would like her to spend more time in the vision room with visually impaired teacher
- parent involvement
- vocational training for a job
- to accept rules, to accept responsibility, to be assertive, to accept his handicap for what it is and be glad for the help he's getting and can get
- in his behavior towards peers
- just keep on doing whatever, I think his teacher is really helping my son

- cannot answer
- can't think of any, in speech her R's are still a problem
- all subjects in my child's classroom
- she is doing great so far
- keeping his attention focused on what is being taught and to understand why it is so necessary to have an education

JR/SE00/6

Appendix M

Teacher Comments

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: PSA Teacher Comments

Daily home notes/weekly home notes
Home reinforcement
Parents welcome to visit school
Parents observe in classroom
Home visits by teacher
Phone calls by teacher
Teachers cultivate parent relationship
Parents appreciate interest in child
Efforts of school to communicate to parents
Regular contact with parents by one individual.
Emphasis on positive comments about child
Involve parents in placement and IEP preparation
Weekly Parent/Teacher notes sent home and returned
Teachers make effort to include parents in program.
Log for 6-8 weeks to discuss problems
Four-week parent involvement program.
Encouragement to parents by teacher
Building positive attitude by giving and teaching parent power and skills
Set up home activities for parents
Assertive discipline
Parent's concerned, believe in teamwork
Teachers consider parent's ideas
Open, approachable teachers
Early contact
Reward child for parent attendance
Schools respect parent

REASONS FOR FAILURE TO INVOLVE PARENTS: PSA Teacher Comments

Lack of desire
No telephone
No time for conferences
Parents frustrated
Past misinformation from school
Lose interest with older students
Parents had bad school experiences themselves
Parents need more information about program
Lack of supervision or involvement in child's life

Page 2 - Reasons for Failure to Involve Parents: PSA Teacher Comments

Parents work

No transportation

Lack of parent's education.

Too busy with family or financial problems.

Parent's low self-concept.

Feelings of inferiority.

Intimidated by school.

Teachers don't keep parents informed.

Parents disappointed in child's school work.

Parents have too many other problems to worry about.

Child's attitude toward parents.

Not enough teacher initiative

Disappointed in child's school work

Lack of interest

Lack of training in dealing with behavior

Irresponsible

Only hear from parents when angry or at enrollment

Parents only contact if problems

Lack of patience

No time

Burnout

Ignorance/apathy

Some parents may be too involved

Feel child doesn't belong in SPED

Dislike school system

Parents are disturbed themselves.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: EMH Teacher Comments

Positive letter sent home to parents in beginning of school year.

Parents of children with life-threatening conditions tend to be most communicative.

45-day reviews concerning progress toward IEP goals.

Help parents feel part of educational program.

Making parent contacts positive.

Parents concerned about child's future.

Including parents in all decisions.

Making parents feel comfortable at school.

Treat parents with respect and honesty.

Teacher stays late for meetings.

Teacher persistent about getting parents to attend meetings.

When parents take time to be involved.

Parents encouraged to contact teacher.

Parent's self-concept and personality.

Home visits.

Parents supportive and interested in program.

Students mainstreamed.

Teacher getting parents involved in extra-curricular activities (e.g., Special Olympics, parties).

Letting parents know they play an important role in school program.

Teacher-initiated parent-teacher conferences.

Teacher's caring attitude.

Parents sign homework studies during the week.

Social hours for parents run by students.

Parents invited on field trips.

Monthly newsletters sent home.

Have special activities in class for parents.

Call parents before open house and conferences.

Parents have real desire to help child.

Meetings scheduled after working hours.

Combine parent conferences with home visits.

Encourage parents to ask questions and visit the program.

Home visits by teachers in beginning of school session (that teachers are paid for).

Daily notebook for parent/teacher communication.

Teacher must do everything possible to "build bridge".

Parents sense their responsibility.

Acceptance of child's handicap.

Provide interpreters for bilingual parents.

Work with parents on behavior modification programs.

Social workers provide transportation.

REASONS FOR FAILURE TO INVOLVE PARENTS: EMH Teacher Comments

Attitude toward the "mandate."

Parent's personality and lifestyle.

Parents uncertain about their role at parent/teacher meetings.

Parents work.

Lack of mobility - especially parents in military.

Parents not interested in what child does at school.

Students from out-of-town school districts.

Parents have handicap.

Live 30+ miles away.

Parents less successful socially and academically.

Parents single or divorced.

Parents exhibit little interest in child's education or livelihood.

Parents don't want to be bothered.

Lack of education.

Psychologist poorly prepares parents about their children.

Think child doesn't belong in program.

Teacher disinterest.

Already sufficient awareness of child's progress.

Not involved with school.

Content with school program.

Feeling inferior to school personnel.

Parents immaturity.

Lack of knowledge about special education.

Parents disinterested in working on home-training issues.

Older students - parents lose interest.

Have different value system.

Long term illnesses.

Lack of transportation.

Parent's inconsistency.

Put other activities before child's schooling.

Feel threatened by school staff and official forms.

Education viewed as low priority.

Parents lose interest.

Parents apathetic.

Parents will not accept child's handicap.

Distrust school personnel.

Economic and environmental factors.

Have small children at home.

Child's misrepresentation of school program at home.

Parents feel defeated.

Parents working through guilt feelings.

Cultural differences.

New parents reluctant to communicate.

Little respect for school system.

Bitter about past school contacts.

Parents have had negative school experiences.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: INTERRELATED Teacher Comments

Parents are interested in program.

School curriculum.

Atmosphere non-threatening to parents.

Parents transport students - more parent contact.

Involve parents and family in planning student's program.

School districts small.

Progress notes sent home weekly.

Home visits.

Positive progress notes sent home.

Weekly newsletter.

Regular contact with parents in and out of school.

Sincere concern for their child's well being.

Teacher willing to listen to parents' problems.

Parents encouraged to participate when convenient for them.

Help parents work with child.

Social worker brings parents in.

When team encourages initial contact.

Called parents monthly.

Parent told involvement is vital.

Positive comments made to parents at meetings.

Let parents know they are equally important in IEP process.

Flexibility in scheduling.

REASONS FOR FAILURE TO INVOLVE PARENTS: INTERRELATED Teacher Comments

Parents work.

Parents have poor attitude.

Distance from Placement.

Forget about meetings.

Don't care about child.

Decline in parent organizations in county - pose P.L. 94-142.

Lack of transportation.

Marital problems.

School staff diminish parents' confidence.

Family problems, i.e. divorce.

Leave educational matters to schools.

Unless parents receive unsatisfactory information about child in school, they do not visit.

Page 2 - Reasons for Failure to Involve Parents: INTERRELATED Teacher Comments

Need to explain issues for parents.

Fear of finding out student isn't doing well.

Responsibility of education left to school.

Feel threatened by school staff.

Meager planning time.

Lack of understanding of program.

Belief that parent is right and teacher is always wrong.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: Hearing Impaired Teacher Comments

Parents asked to help with school work at home.

Parents aware that staff is sincerely concerned.

Frequent teacher/parent contact.

Transportation provided for parents without.

Close records of child's progress kept.

Ask parents to listen to children read.

Parents concerned and accept responsibility for IEP meetings.

REASONS FOR FAILURE TO INVOLVE PARENTS: Hearing Impaired Teacher Comments

Parents work.

Transportation problems.

Parents not educated properly about child's disability.

Parents bored with school process - feel it is routine.

Parents don't care enough about children.

Disrupted home life.

Parents burned out.

Lack of motivation.

Unemployed, one-parent homes.

Parents profoundly hearing impaired.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: SMH Teacher Comments

Informing parents of importance of involvement.
Scheduling meetings at convenient times for parents.
Daily log sent home.
Bi-monthly meetings scheduled.
Parents concerned about child's progress, e.g., behavior problems.
Parents encouraged to be involved.
Weekly notes sent home to parents.
Make notes positive.
Treat parent as additional trainer of child.
Write in communication notebook sent with child daily.
Pass notebook back from school to home daily.

REASONS FOR FAILURE TO INVOLVE PARENTS: SMH Teacher Comments

Single parent.
Students in State hospital.
Parents have other children at home.
Scared of professionals.
Too many other activities.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: Early Childhood/DD Teacher Comments

Teacher does home visits.

Parents reinforced with positive comments about their child.

Positive teacher attitude.

Home-base program.

Parental involvement required.

Observation room available for parents to observe programming.

Daily contact with parents transporting children.

Letting parents know strengths of child.

Have parents work with child in classroom.

Evening meeting with school personnel and parents.

Weekly newsletter sent home.

Parent handbook provided by district.

REASONS FOR FAILURE TO INVOLVE PARENTS: Early Childhood/DD Teacher Comments

No transportation.

Distance from school.

No phone.

Number of siblings.

Parents working outside of home.

Education is school's responsibility.

Parent's inability to carry out home programs.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: LD Teacher Comments

Conferences every six weeks.

When "good" news is given at conferences.

Overall concern of teachers for the education program.

Communicate on an informal basis.

Reward students for signed parent conference notes.

Mailed Progress Reports.

Open communication with parents.

Awareness about program.

Parents given opportunity to comment on student's progress.

Tell students how important it is to talk with parents.

Involve parents in homework every evening.

Arrange to have coffee with parents.

Let parents talk about their concerns.

Attitude of teacher.

Weekly notes must be signed by parents.

Parents who have had positive school experiences themselves are involved.

The district's attempts to involve parents in activities concerning students.

Open teacher/parent communication so parents can follow-up

Parents informed regularly about academic and behavioral progress.

Those parents who are interested in regular programs are interested in special education.

Willingness to sacrifice time for their children.

Parents have good "self-concept".

Meet with parents away from school setting.

Parents see to it that IEP is implemented.

Giving positive feedback before problems occur.

Tell parents importance of keeping in close contact with child.

Parents believe school program can help their children.

Requiring parents to come to IEP meetings.

When parents understand what a learning disability is.

Parents have high level of education.

Support and understanding given to parents by staff.

Notes or materials sent home giving suggestions on how to work with child.

IEP meetings scheduled at parent's convenience.

Notes sent home before meetings to remind parents.

Parents And Learning (PAL) meetings twice per year.

Parent workshops.

Use of "assertive discipline" in class.

Teacher welcomes concerns of parents.

Parents have an interest in their children.

Meetings are not scheduled without parent's participation.

Parent group established.

Persistence in trying to make contact with parents.

Orientation meeting held during first month of school.

Parents involved because their child is in trouble in school.

Parents very cooperative.

Child's achievement.

House visits from teacher.

Frequent letters and phone calls to parents.

Making parents feel like one of the team.

Showing that teacher cares.

Special days set aside for conferences.

Phone conferences when parents can't attend meetings.

Stress importance of parental input.

Parents pleased with child's progress.

Follow-up visits for parents unable to attend meetings.

Parent/teacher communication encouraged.

"Mini-report" stressing Positive is sent home daily.

Good rapport, trust, openness between teacher/parents.

Active ACLD cChapter.

Interest in child graduating from high school.

Tell parents law requires IEP - imply that attendance is also required.

REASONS FOR FAILURE TO INVOLVE PARENTS: LD Teacher Comments

Parent totally disinterested in child.
Working parents lack time to understand and cope with child's needs.
Parents used to hearing only "bad" news from school.
Don't know what else they can do with child.
Parents haven't graduated from high school and schools scare them.
Difficult when in an itinerant position to be available to parents.
Lack of parent group.
Lack of parent concern.
Parents barely able to take care of themselves.
Do not appear to be able to adequately take care of child's needs.
Lack of teacher release time to hold conferences.
Don't believe input is essential.
Stress factors with parents.
Parents trust school with educational concerns.
Repetition of IEP process year after year.
Parents feel teacher should know child's needs.
Too much negative feedback.
Parents don't turn off T.B. and oversee homework.
When parents are handicapped.
Parents frustrated that they can't cope with child's failure.
Not meeting parents on their "turf", in the home.
Parents don't want to hear about child's weaknesses.
School reminds parents about their own weaknesses.
"Cultural influences."
Poor communication skills of parents.
Fear of being blamed for child's problem.
Economy has affected parent's attitudes.
Lack of sufficient intelligence.
Staffings intimidating for parents.
Parents don't take initiative to contact teachers.
Parents do not understand system.
Parents need opportunity to have input at conferences.
Are not aware that they have option to be involved.
Low socio-economic status.
Parents do not understand what "LD" is.
Parents had poor school experiences themselves.

Page 2 - LD Teacher Comments: Reasons for Failure to Involve Parents

Students older - parents less interested in involvement.

Do not view education as priority for child.

Expect school to initiate involvement.

Family disorganization.

Hostility toward program.

Second/third marriages where wife (not always mother) attends meetings.

Parents dropped out of high school.

Disadvantaged children make up most of special education population.

Parents not responsible enough to show up.

Kids in foster homes or court custody.

Parents had children in program before.

Lack of time on teacher's part to work closely with parents.

Parents don't have patience to work with child.

Inadequate preparation for IEP process.

Parents inability to carry out short/long term consistent methods, intervention or communication with child.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: TMH Teacher Comments

Teacher conducts group parent meetings.

Let parents know their information and input is valuable.

Calls parents regularly.

Small town caring.

Uses parent volunteers.

Include students at meetings.

Monthly parent meetings.

Monthly newsletter.

Calendar of events sent home.

Have activities to be done at home.

Meets scheduled at parent's convenience.

Daily progress reports sent home.

Parents involved in field trips.

Parents encouraged to call teacher at home.

Have had good experiences when involved in educational programs.

Parent's love for their children.

Cover letter outlining importance of parental input in planning.

Thank you notes for involvement.

REASONS FOR FAILURE TO INVOLVE PARENTS: TMH Teacher Comments

Cultural differences.

Parents functioning at low mental level.

Parents burned out with responsibility of handicapped child.

Parents too busy to work with child.

Single-parent homes.

Lack of knowledge about child capabilities.

Parent education lacking.

Parents live out-of-state.

Lack of understanding about what their part is in program.

Parents in military and don't drive in for school activities.

Teacher is reminder of child's problem.

Parent doesn't like teacher.

Lack of family education regarding importance of involvement.

Spanish speaking - no English.

Not feeling secure about their rights.

Working parents.

Parents don't accept child's handicap.

REASONS FOR SUCCESSFUL PARENT INVOLVEMENT: Visually Impaired Teacher Comments

Parents involved because few students have this disability.
More involvement when parents feel it is expected.
Home visits.

REASONS FOR FAILURE TO INVOLVE PARENTS: Visually Impaired Teacher Comments

Parents have had bad experience with SRS and associate school with SRS.